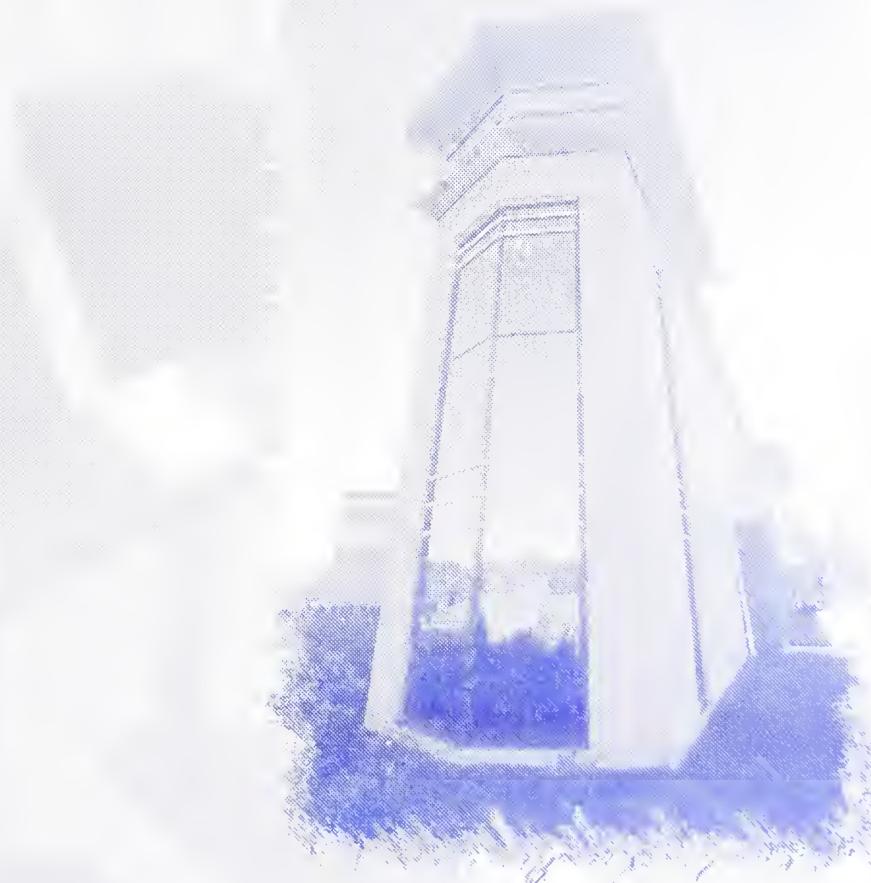


2000~2001 ACADEMIC CATALOG



MARY WASHINGTON COLLEGE

JAMES MONROE

C E N T E R

For Graduate and Professional Studies



July 2000
(second printing)

This issue of the JMC Academic Catalog was initially printed in July 2000. Since the initial publication, there have been several changes to JMC program requirements and course prerequisites. Please consult with your Academic Program Director, Faculty Mentor, or the Office of Advising Services to assure that you have the most current information.

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The James Monroe Center Academic Catalog is a supplement to the Mary Washington College Academic Catalogue which includes official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. Students are responsible for knowing the policies of the College.

Mary Washington College subscribes to the principles of equal opportunity and affirmative action. The College does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring faculty and staff members. The College will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEO Officer of the College.

The Mary Washington College Statement of Institutional Purpose

Mary Washington College, as a predominantly residential and primarily undergraduate, limited-enrollment institution of the liberal arts and sciences, is distinctive within the Virginia system of higher education. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy. Commitment to this concept will continue in the years ahead.

The College maintains that a broad liberal education—that is, one based upon freedom in inquiry, personal responsibility, and intellectual integrity—is the best preparation for citizenship and career. Thus the goal of the instructional and experiential program is to offer to students courses of study and cocurricular opportunities which together provide them with a sound general education, enhance their understanding of their responsibilities as citizens in the broader community, and develop the skills necessary for creative and productive lives.

Toward the achievement of those goals, the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to concentration in a particular field. Moreover, consistent with the principles of liberal learning, the College places high value upon cultural diversity and global awareness, and seeks through its curricular offerings to reflect that diversity and promote that awareness.

The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching; and accordingly, the College encourages such research and scholarship. Furthermore, it especially encourages the participation of undergraduate research.

Mary Washington College is sensitive to the educational needs of the growing population within its commuting region. To address such concerns it has established undergraduate and graduate degree programs designed especially for adult part-time students and have developed a number of public service activities to assist in meeting special community needs.

In response to accelerating demographic changes that have increased the demand for educational services within the region, the College has developed the James Monroe Center for Graduate and Professional Studies (located at a new campus in nearby Stafford County). Pursuant to its own distinctive mission, the James Monroe Center is designed to offer programs appropriate to the region's economic development needs and to provide educational opportunities for the personal life-long objectives of the citizens of the region.

The JMC Mission

The Stafford Campus of Mary Washington College supports regional economic development and personal life-long learning and professional advancement through quality full-time and part-time educational programs and appropriate ancillary services. With upper-level undergraduate courses in job-related professional and technical areas, it offers baccalaureate degree completion programs to supplement regional community college education. For area workers and professionals with baccalaureate degrees, this campus offers post-baccalaureate certificate programs and masters degrees, including programs developed through partnerships with other institutions and by cooperative agreements with Virginia's public research universities. Professional certification/recertification programs, individual professional development courses, and continuing education courses and seminars are also offered. These programs and courses are provided in a variety of settings (traditional classroom, business-place-on-site, distance learning) and delivered with an emphasis on state-of-the-art information and instructional technology. The composition of the curricula and faculty remains flexible in order to respond to the changing needs of the students and businesses the campus serves.

The Stafford Campus is, to a degree, administratively and operationally dependent upon the Fredericksburg Campus of Mary Washington College. However, it is academically independent, with its own faculty and its own distinct courses and degree offerings, tailored to the needs of residents and businesses within a commuting radius. None of the courses or degree offerings duplicate or overlap the courses and degree offerings of the traditional residential liberal arts college in Fredericksburg.

The Campus operates on a schedule consistent with the needs of the adult commuter students, with classes, advising, and other services available during the evening and on weekends as well as during normal weekday business hours. It also provides on-site consultation for business practitioners through the Rappahannock Region Small Business Development Center.

Community Values

Several elements contribute significantly to the fulfillment of the College's mission. One is the encouragement of, and respect for, individual and cultural diversity. The College also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the College embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that:

Mary Washington College is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values

- The importance of personal integrity as reflected in adherence to the Honor Code,

- The right of every individual to be treated with dignity and respect at all times,
- The acceptance of and respect for diversity in our community and adherence to the College's Statement of Non-Discrimination, and
- The freedom of intellectual inquiry in the pursuit of truth.

As members of the College community, we refuse to tolerate behavior that in any way compromises or threatens these values.

Honor System

Another element basic to the College's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at Mary Washington College and the James Monroe Center. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other coursework means that the work which the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an elected Honor Council conducts an Honor trial, with the verdict determined by a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from probation to permanent dismissal from the College. All students and faculty should understand that by joining Mary Washington College they commit themselves to living by and upholding the Honor System.

Academic Programs

The enrollment procedures for each of the following academic programs are described in the JMC Admissions Catalog. Anyone considering applying to a JMC program should consult the most recent program publications or contact the appropriate office for more information.

Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) Program is designed to equip professionals with immediately applicable skills and competencies while preparing them to understand, serve, and lead their organizations in today's challenging and dynamic business environment. This degree completion program provides graduates with educational experiences in theory and application in the world of work that may introduce them to or advance their technical and professional careers.

The Bachelor of Professional Studies degree requires a

minimum of 120 semester credits. The BPS is designed for students who have completed the equivalent of a two-year associate's degree from a community college. Transfer students who have earned an Associate of Arts (AA), Associate of Science (AS), or Associate of Arts and Science (AA&S) prior to matriculation at Mary Washington College have fulfilled lower-division general education requirements and are granted junior standing.

BPS students who have earned a general studies associate's degree or an applied associate's degree or students who have earned 60 semester credits but do not have an associate's degree must meet the Bachelor of Liberal Studies' general education requirements in English competence, humanities, social sciences, natural sciences and math, and communication arts. Beginning in Fall 1995, students who have earned an associate's degree (except General Studies or Applied Science) from a Virginia community college have fulfilled BPS general education requirements.

The remaining 60 semester credits include Core Requirements (18 semester credits), Concentration Requirements (30 semester credits), and Electives (12 semester credits). Course numbers, titles, and descriptions are listed below. Students may also earn credit by examination (see Credit-by-Examination in *Rules and Regulations*) and can receive academic credit for life/work experience (see Life/Work Portfolios in the BPS and BLS Programs).

Students entering the BLS program with 60 or fewer transfer credits as of the Fall of 1993 or later will need to complete, prior to admission, two approved writing intensive courses or complete two writing intensive courses at MWC. Those entering with more than 60 transfer credits will need to complete, prior to admission, one writing intensive course or complete one at MWC.

After entering the BPS program, students must earn a minimum of 30 semester credits at MWC. These courses may be through traditional coursework, internships, or independent study. Students may receive BPS resident credit for MWC courses completed the summer and semester immediately prior to entering the BPS program.

Core Requirements

- BPST 0301 Professional Written Communications
- BPST 0302 Professional Oral Communications
- BPST 0304 Professional Ethical and Legal Issues
- BPST 0305 Applied Research Methods for 21st Century Organizations
- BPST 0310 Information Technology: Professional, Ethical and Security Issues
- BPST 0405 Technology, Innovation and Change

Concentrations

Leadership & Management

Prepares individuals for leadership and managerial positions in public and private organizations.

Required Courses

- LRSP 300A Leadership: Theory and Practice
- LRSP 330 Management and Organizational Behavior

LRSP 340 Financial Management for Managers
LRSP 410 Marketing: Research, Policies and Practices
LRSP 411 Services Marketing and Management
LRSP 420 Quantitative Analysis for Decision Makers
LRSP 430 Human Resource Management
LRSP 460 Leadership, Strategy and Policy
Related Elective Courses (two of the following)
LRSP 310 Leadership, Intuition and Creativity
LRSP 341 Managerial Accounting
LRSP 350 Global Issues for the 21st Century
LRSP 431 Employment Law
LRSP 432 Managing a Diverse Workforce
LRSP 450 Project Management
LRSP 471 Special Topics
LRSP 491 Directed Study
Additional Elective Courses
12 semester credits

Computer Technology

Required Courses
CTEC 300 Unix Applications and Introduction to the Internet
CTEC 310 Object Oriented Programming with Data Structures
CTEC 320 Visual Programming I
CTEC 360 Digital Design and System Organization
CTEC 400 Advanced Operating Systems and Concepts
CTEC 410 Networking and Distributed Processing
CTEC 420 Introduction to Expert Systems
CTEC 430 Software Engineering
Related Elective Courses (two of the following)
CTEC 321 Visual Programming II
CTEC 330 CAD/CAM
CTEC 350 Database Concepts
CTEC 407 Information Security Essentials
CTEC 411 Advanced HTML and Java Script Programming
CTEC 412 Object Oriented Programming with Java
CTEC 471 Special Topics
CTEC 491 Directed Study
Additional Elective Courses
12 semester credits

BPST Course Descriptions

BPST 0301 Professional Written Communications *(3 credits)*

Prerequisite: English Composition 101 or equivalent. Students use text analysis to enhance skills in close reading and understanding of a variety of texts, including literature of the workplace, technical writing, manuscripts and drafts. By analyzing typical examples of writing in the workplace, students develop skills in understanding, editing, revising and creating appropriate written material in the work setting. Goals achieved are good writing

habits creating a clear style, effectively communicating in written forms, building and substantiating arguments, and facilitating and improving understanding and communication of written materials.

BPST 0302 Professional Oral Communications

(3 credits)

Students will study the impact of oral communication and will cultivate skills in active listening and appropriate and creative responses, including consideration of culture and audience. Areas of study include discourse analysis, oral and multimedia presentation techniques and critiques, and intra-and inter-cultural difference in communication.

BPST 0304 Professional Ethical and Legal Issues

(3 credits)

Students will examine, analyze and explore principles of ethics. Topics include ethical and legal dilemmas and the exploration of cultural, linguistic, legal, and philosophical models that provide strategies for application in the global workplace.

BPST 0305 Applied Research Methods for 21st Century Organizations

(3 credits)

Prerequisite: Statistics, BPST 0301, BPST 0302. This course provides students with an overview of the major research methods used to gather and analyze information that will be used to make organizational decisions. Topics covered include: traditional and electronic information sources, quantitative and qualitative research methods, program evaluation techniques, survey/questionnaire construction, focus group techniques, process analysis, cause and effect analysis, and statistical process control. Emphasis is on the practical application of research methods and statistical analysis.

BPST 0310 Information Technology: Professional, Ethical and Security Issues

(3 credits)

Overviews the pervasive impact that Information Technology has had on the current business environment, addresses the ethical dilemmas resulting from the presence of technology, and delineates security issues for both managers and information technology professionals.

BPST 0450 Technology, Innovation and Change

(3 credits)

Prerequisite: Completion of all other core and concentration requirements.

This capstone course integrates knowledge gained from core, concentration, and elective courses. Students undertake a major project that demonstrates their ability to apply acquired skills to significant practical organizational issues.

Leadership & Management

(30 semester credits)

Prerequisites

Although not required to be completed prior to admission to the program, the Leadership and Management concentration has several prerequisite courses that must be completed prior to taking some courses in the degree program. These include: Accounting Principles (six semester credits); Macroeconomics (three semester credits); and, Statistics (three semester credits). The prerequisite courses may fulfill General Education or Elective requirements.

LRSP Course Descriptions

LRSP 0300A Leadership: Theory and Practice

(3 credits)

An introduction to historical and contemporary leadership theories, emphasizing current leadership issues and the role of leadership in transforming organizations to meet the needs of the 21st Century. Students will explore their leadership styles and team leadership abilities, managerial decision-making, and change management.

LRSP 0310 Leadership, Intuition and Creativity

(3 credits)

Utilizing tools drawn from the arts, sciences, and social sciences, this course explores the methods and practices used by innovative and creative individuals to solve complex managerial and organizational problems.

LRSP 0330 Management and Organizational Behavior

(3 credits)

This course emphasizes managing people, resources, relationships, groups, organizations, and change. Topics include principles of management, theories of organizational behavior, culture, motivation, group dynamics and team building, structure and design, change and development.

LRSP 0340 Financial Management for Managers

(3 credits)

Prerequisite: 6 credits of Accounting Principles.

This course emphasizes the acquisition and application of practical financial management skills. Topics include the role and responsibility of financial management, structuring the financial management function, relationship between finance and other functional areas, and financial analysis tools.

LRSP 0341 Managerial Accounting

(3 credits)

This course focuses on the collection, analysis, interpretation and application of accounting data used by managers to plan and control organizational operations. Topics include cost-volume-profit relationships, activity-based costing, operational and capital budgeting, financial statement analysis.

LRSP 0350 Global Issues for the 21st Century

(3 credits)

Prerequisite: 3 credits of Macroeconomics.

This course introduces students to the critical issues facing organizations resulting from globalization and operating across international boundaries. Topics include: international human resource issues, cross-cultural dynamics, financial, information, and other issues, such as ISO.

LRSP 0410 Marketing: Research, Policies and Practices

(3 credits)

Prerequisite: BPST 305 and 3 credits of Macroeconomics. This course explores the classical competitive factors of price, product, promotion and place as well as contemporary competitive factors of cost, quality, speed, innovation and customer service. Attention is also given to fundamental marketing research techniques and the importance of marketplace information to marketing practices.

LRSP 0411 Services Marketing and Management

(3 credits)

Prerequisite: LRSP 0330A and LRSP 0410.

This course focuses on service strategy, development of service systems, differentiating services from products, and the application of key marketing concepts to a variety of profit and nonprofit organizations.

LRSP 0420 Quantitative Analysis for Decision Makers

(3 credits)

Prerequisite: Statistics.

Through cases, exercises, and simulations students are introduced to many of the quantitative methods used for analyzing and solving business problems. Using personal computers, students employ linear programming, network and queuing theory, PERT/CPM, SPC and business simulations.

LRSP 0430 Human Resource Management

(3 credits)

Prerequisite: LRSP 0300A or 0330.

This course examines the fundamental principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding and recognizing employees. Current legal issues are presented and addressed from a practicing manager's perspective. The evolving strategic role of human resource professionals and HR practices are delineated and discussed.

LRSP 0431 Employment Law

(3 credits)

Prerequisite: LRSP 0430 or permission of Program Director.

This course presents the critical legal issues faced by human resource professionals and practicing managers, particularly in an increasingly litigious environment. Students research legal topics related to human resource functional areas and identify the implications for management and organizational practices.

LRSP 0432 Managing a Diverse Workforce*(3 credits)*

Prerequisite: LRSP 0430.

This course provides students with an overview of changing workforce demographics. Students examine issues such as race, gender, age, education, nationality, ethnicity, and their implications for organizational performance.

LRSP 0450 Project Management*(3 credits)*

Prerequisite: LRSP 0320.

This course provides an overview of project management, principles, methods, tools and techniques available to assist managers in planning, implementing and controlling projects. Practical projects and the implications for managers are addressed.

LRSP 0460 Leadership, Strategy and Policy*(3 credits)*

Prerequisite: LRSP 0300A, 0320, 0330, 0340 and 0410. Through the use of computer-based simulations and case studies, students learn to make critical leadership decisions concerning organizational policy, competitive strategy, and operational tactics while addressing the business environment, ethical considerations and stakeholder issues.

LRSP 0471 Special Topics*(3 credits)*

Prerequisite: Topic dependent.

Selected topics will reflect faculty specialization or program needs. The purpose of this course is to provide opportunities for concentrated study or to equip students with specialized knowledge and competencies that will be required of leaders. Topics may include Managing Knowledge Work and Knowledge Workers, Team Leadership, Women's Leadership, Telecommuting, Compensation Management. May be repeated for credit with a change in topic.

LRSP 0491 Directed Study*(3 credits)*

Prerequisites: Senior standing and permission of Program Director.

This is an individual study under faculty direction on a topic of relevance to the LRSP concentration.

Concentration in Computer Technology*(30 semester credits)*

Prerequisites

Although not required to be completed prior to admission to the program, the Computer Technology concentration has several prerequisite courses that must be completed prior to taking some courses in the degree program. These include: Programming - exposure to a higher level programming language, specifically C or C++ (three semester credits); Precalculus (three semester credits); and Statistics (three semester credits). The prerequisite courses may fulfill General Education or Elective requirements.

CTEC 0300 UNIX Applications and Introduction to the Internet*(3 credits)*

Prerequisite: Completion of an operating systems course or current working knowledge of an operating system such as XENIX, Windows 95 or Windows NT. Experience with a high level language (C/C++) preferred.

This course covers fundamental and advanced concepts in the multi-user, multi-tasking operating system environment of UNIX. It also includes UNIX system administration, network support, a productive software development environment, and a rapidly expanding set of end-user applications. Additionally, students will learn to search the WWW and use HTML.

CTEC 0310 Object-Oriented Programming with Data Structures*(3 credits)*

Prerequisite: CTEC 0300, 3 credits of Pre-Calculus (or above) or equivalent and at least three hours of programming language C, C++ or Java (or equivalent). Students will be introduced to object-oriented programming (OOP) and the basic terminology of OOP, object-oriented design (OOD) and how to apply the OOP technique. This course provides additional C++ programming experience using common data structures such as records, files, stacks, queues, binary search trees, and a variety of linked lists.

CTEC 0320 Visual Programming I*(3 credits)*

Prerequisite: CTEC 0310 or permission of Program Director.

Students write programs from stated problems or specifications, applying structured programming methods to produce required results. Commercial tools, such as Visual C++ or Visual Basic, are used to teach students to modify and maintain existing programs as well as developing, configuring and implementing graphical user interfaces.

CTEC 0321 Visual Programming II*(3 credits)*

Prerequisite: CTEC 0300, CTEC 0310 and CTEC 0320.

This course is a continuation of Visual Programming I with emphasis on Visual C++ programming concepts. Topics will include hardware/software interfaces, interrupt structures, and real-time event handlers.

CTEC 0330 CAD/CAM*(3 credits)*

Prerequisite: CTEC 0320 or permission of Program Director. This course provides an overview of Computer Assisted Design (CAD) and Computer Assisted Manufacturing (CAM) integration and applications. Topics will include a history of CAD/CAM, drawing exchange standards (IGES, etc.), manufacturing communications protocols (MAP, APT, CLF, etc.), and numerically controlled machines, such as lathes and robots. Students will observe demonstrations of CAD/CAM, and will perform class exercises using computer-based drawing tools.

CTEC 0350 Database Concepts*(3 credits)*

Prerequisite: CTEC 0310.

This course introduces database principles, including the evolution of database management, data modeling, the evaluation, selection, implementation, and use of Database Management System software. Students will experiment with current PC-based database packages.

CTEC 0360 Digital Design and System Organization*(3 credits)*

Prerequisite: CTEC 0300 and either Pre-Calculus (or higher) or Discrete Structures.

Students are introduced to computer hardware components and their synthesis into architectures ranging from the von Neumann model to contemporary parallel processors. Special emphasis is placed on control and synchronization of components. Topics include the architecture of peripheral devices, instruction sets, addressing schemes, and the internal representation and manipulation of data. The differences between machine and assembly languages are contrasted.

CTEC 0400 Advanced**Operating Systems and Concepts***(3 credits)*

Prerequisite: CTEC 0360.

This course explores the latest developments in both non-distributed and distributed operating systems. Topics include file systems, memory management, scheduling, failure, recovery, and fault-tolerance. Theoretical aspects addressed are event ordering, mutual exclusion, deadlock detection, process synchronization, security, and cryptography.

CTEC 0407 Information Security Essentials*(3 credits)*

This course covers three major areas of information security: intrusion detection, security tools, and information warfare.

CTEC 0410 Network and Distributed Processing*(3 credits)*

Prerequisite: CTEC 0300.

This course provides a survey of networking technologies. It includes a review of the ISO reference model and introduction to widely used protocols. Particular emphasis is given to Ethernet, FDDI, X.25, ATM, the Internet protocols, OSI, DECnet, and Novell protocols. The course concludes with a discussion of network operating systems (e.g., Novell), distributed file systems (e.g., NFS), and distributed processing (e.g., remote procedure calls).

CTEC 0411 Advanced HTML and**Java Script Programming***(3 credits)*

Prerequisite: CTEC 0310.

This course includes the design and development of web pages using Java Script, URLs, formatting text (including pictures, sound and custom designed media), creating tables, and creating forms.

CTEC 0412 Object Oriented Programming with Java*(3 credits)*

Prerequisite: CTEC 0310.

This course addresses applications and applets, methods, variable types and declarations. Additional topics include control structures, objects and classes, arrays and strings, and class inheritance. Students gain experience in graphics programming with Abstract Window Toolkit (AWT), creating user interfaces, handling exceptions, and addressing input and output as well as multimedia issues.

CTEC 0420 Introduction to Expert Systems*(3 credits)*

Prerequisite: CTEC 0300 or permission of Program Director.

This course introduces expert system design and development. Students examine the present and potential applications of expert systems and issues relating to knowledge acquisition and knowledge engineering. Students will build an expert system using a commercially-available software package.

CTEC 0430 Software Engineering*(3 credits)*

Prerequisite: CTEC 0310 and 3 credits of statistics or equivalent.

This course covers methods for the analysis, design, and implementation of a software system. Topics include decomposition of modules, style, and debugging, methods for managing the software life cycle, cost estimating, scheduling, and human factors engineering. Various software systems, such as Computer-Assisted Software Engineering (CASE) tools, are addressed.

CTEC 0471 Special Topics*(3 credits)*

Prerequisite: Topic dependent.

Selected topics that reflect faculty specialization or program needs. Topics may include simulation techniques, parallel processing, and artificial intelligence. May be repeated for credit with a change in topic.

CTEC 0491 Directed Study*(1-3 credits)*

Prerequisites: Senior standing and permission of Program Director.

This is an individual study under faculty direction on a topic of relevance to the CTEC concentration.

The Bachelor of Liberal Studies Program

The Bachelor of Liberal Studies (BLS) degree provides the necessary access and quality that allows working adults to complete their education while continuing to pursue a career or fulfill family responsibilities. Unlike a traditional baccalaureate degree, the BLS offers greater flexibility in the timetable leading to graduation as it does not require full-time study, extended residence at the college, physical education or foreign language requirements (unless major is in a foreign language).

Academic Requirements

The BLS degree requires a minimum of 120 semester credits distributed across three categories. There are also special requirements covering English competence, classroom experience, residence credit and GPA.

The three subject categories are General Education (30 semester credits, including English Composition); Major (39 semester credits); and Electives (up to 51 semester credits).

General Education. (30 semester credits, broken down into five subcategories listed below.)

Beginning in Fall 1995, students who have earned an associate's degree (except General Studies or Applied Science) from a Virginia community college have fulfilled BLS general education requirements.

English Competence. Students must demonstrate the ability to communicate and to be clearly understood in written English by successfully completing a three semester hour composition course, or by passing a credit-by-exam and submitting writing samples to the English Department for evaluation.

English competence equals one writing intensive course if credit is awarded. A Writing Intensive course is one in which writing is the actual subject matter and major activity of the course, rather than a course where writing is used as a tool to learn another subject.

Humanities. (six semester credits) - art appreciation, art history, classics, history of drama, history of film, literature, music appreciation, music history, philosophy (excluding logic), religion.

Social Sciences. (six semester credits) - anthropology, economics, geography, history, historic preservation, linguistics, political science, psychology, sociology.

Natural Sciences and Mathematics. (nine semester credits, including at least three semester credits of science and three semesters credits of college level mathematics) - astronomy, biology (excluding nutrition), chemistry, geology, college level math, physics.

Communication Arts. (six semester credits) - computer language, logic, performing arts, photography, speech, studio arts, creative writing, foreign language, music theory or performance, technical writing.

The credits for each subcategory need not be in the same subject and may be earned in several ways: traditional college courses, credit by exam, and life/work

portfolios (which are considered transfer credit). Because most sciences are four semester credit courses, students typically earn ten or eleven semester credits in the natural science and math category.

Major (39 semester credits)

The BLS major is defined and planned in discussion with the student's assigned faculty mentor and subsequently approved by the BLS Committee. This may be a traditional liberal arts major offered by the College or an interdisciplinary major which incorporates coursework from several departments. The major must be relevant to the aims of the BLS program and consists of 39 semester credits. To assure competence in the major, 20 semester credits must be upper level courses (300 or 400 level). BLS students earning a double major may use only nine (9) credits that overlap with the first major. Some examples of interdisciplinary majors undertaken by former BLS students include:

Humanities: A View of Western Culture - courses selected from art, literature, history, drama, music, classics, philosophy, and religion

American Studies: A Study of American Cultural Heritage - courses selected from literature, history, sociology, art, historic preservation, music, etc.

European Studies: A Survey of European Culture - courses selected from history, geography, foreign language, political science, and literature

Human Resource Management - courses selected from sociology, psychology, economics, and business

Electives (up to 51 semester credits)

Electives are semester credits which are not included in either of the other two categories. Elective credits may be earned in a number of ways: by enrolling in regular college courses, either at Mary Washington College or other accredited institutions; by credit-by-exams; or by submitting a life/work portfolio—which is considered transfer credit.

Students enrolling at other accredited institutions must request permission to do so from the Director of Academic Advising Services. After completing the course(s), official transcripts should be sent to the JMC Office of Advising Services.

Special Requirements for the BLS Degree

In addition to the specified a minimum of 120 semester credits, students must meet four special requirements:

1. Writing Intensive Courses

Students entering the BLS program with 60 or fewer transfer credits as of the Fall of 1993 or later will need to complete, prior to admission, two approved writing intensive courses or complete two writing intensive courses at MWC. Those entering with more than 60 transfer credits will need to complete, prior to admission, one writing intensive course or complete one at MWC.

2. Classroom Experience

A minimum of 30 semester credits must be earned through traditional classroom experience.

3. Resident Credit - or its equivalent

After entering the BLS program, students must earn a minimum of 30 semester credits at MWC. These courses may be through traditional coursework, internships, or independent study. Students may receive BLS resident credit for MWC courses completed the summer and semester immediately prior to entering the BLS program.

4. Grade Point Average

The student must have a minimum GPA of 2.0 overall and within the major to graduate. Additionally, students may take up to twenty percent of their courses on a pass/fail basis (which means that they receive credit for passing the courses but receive no letter grade), provided they are not transfer courses, used as general education credits, or used in the major.

Pass/fail coursework will not be included when computing grade point average unless the course is failed. Credit earned in other ways (through credit-by-exam, non-college courses approved by the JMC Office of Advising Services, life/work portfolios—which are considered transfer credit) is not graded credit.

Orientation

Once students enter the program, they may enroll in an Orientation Seminar, BLST 0100 (one semester credit, pass/fail). This is an introduction to sophisticated study skills: analyzing problems; contributing to successful discussions; finding relevant materials to solve a problem; and organizing materials and ideas for a paper, essay examination, or oral presentation. Seminars are offered at MWC in the evening and on the weekend.

Life/Work Portfolios

Students may also receive academic credit for life/work experience (see Life/Work Portfolios in the BPS and BLS Programs).

Second Degree, Second Major

A student who has earned a bachelor's degree from MWC and wishes to pursue further undergraduate work may either complete an additional major and have it noted on the permanent record (with the date of completion) or earn a second degree if it is different from the first (for example: a B.A. or BLS if the first was a B.S.). For the second degree, the student must apply for admission to the new degree program and must earn at least 30 additional semester credits at MWC after completing the first degree. No more than fourteen (14) of these semester credits can be completed prior to matriculation for the second degree, and the most appropriate ninety (90) semester credits will be selected to count toward the second degree. BLS students earning a double major may use only nine (9) semester credits that overlap with the first major.

Life/Work Portfolios in the BPS and BLS Programs

The portfolio system is designed to award college credit for applicable college-level learning acquired through non-academic experiences. Learning documented in the portfolio must be equivalent in scope and complexity to what students in college classrooms learn. Hence, the portfolio system is a way of recognizing experiential learning which is genuinely equivalent to college classroom learning. All credit earned through portfolio assessment must be measurable or verifiable by a qualified, formally appointed assessor and is considered transfer credit.

While a great deal is learned from life's experiences (i.e. marriage, parenthood) these experiences do not automatically translate into college credit; a portfolio must present what you have learned in such a way that the assessor can identify and weigh it. While most adults can do a great many complex things – such as fill out income tax forms, balance checkbooks, and vote for presidential candidates – JMC and Mary Washington College will not award college credit for normal adult competencies.

Students who want to present a portfolio are required to enroll in and satisfactorily complete BLST/PORT 101: Portfolio Development. This course carries one semester credit and is offered three times a year. The course defines the kind of learning a portfolio can present successfully, provides a detailed outline of the portfolio format, and offers each student specific instruction on the assembly of the initial stages of his/her portfolio. It also outlines additional methods, other than the portfolio, for providing documentation of experiential learning for college credit. Further information about the course can be obtained from the JMC Office of Advising Services.

The usual ceiling for portfolio credit awards is fifteen semester credits; in exceptional cases the award can be as high as thirty, but exceptional cases are just that, exceptional. Students enrolled in the Bachelor of Professional Studies program, due to the nature of the program and changing technology, should not include knowledge and experiences older than six years (exceptions will be considered on an individual basis). Students submitting portfolios for assessment in the Bachelor of Liberal Studies program may include all knowledge and experience that is applicable regardless of the age of that knowledge and experience. Students may submit as many portfolios as they like. Currently, the assessment fee for each portfolio is \$100. Portfolios should not exceed 250 pages.

Portfolios must be submitted prior to accumulating 90 hours of transfer credit. Transfer credits (including a combination of credits from other accredited institutions, standardized tests, portfolio, military, CLEP and ACE) may not exceed 90 semester hours.

Portfolios must be submitted within 12 months of completion of the portfolio course, but may not be submitted during the student's final semester in the student's degree program. Credits awarded may be used to satisfy general education requirements, elective credit

requirements and selected major credit requirements.
NOTE: The student's mentor/advisor and the JMC Office of Advising Services must approve all major credit.

Because there is a significant amount of work involved in preparing a portfolio, with no guarantee of successful outcome, students should discuss the prospect at some length with their faculty mentors and with an advisor in the JMC Office of Advising Services. If the decision is made to pursue credit awards through the portfolio process, permission to enroll in BLST/PORT 101: Portfolio Development must be secured from the Office of Advising Services.

Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies (MALS) program is specifically designed for area adults who wish to pursue a part-time graduate degree. It is a generalist rather than a professional program, with courses designed around central texts, ideas, movements, and problems in Western civilization. Many of the courses are interdisciplinary and the faculty is drawn from many departments. With the permission of the Dean of Graduate and Professional Studies and the instructor, advanced undergraduates may take selected MALS courses for undergraduate credit.

In the required course, Ideas and Movements of the Western World, and in specially designed colloquia, students investigate complex problems, both historical and contemporary, under the leadership of professors from different disciplines.

In elective courses, the program allows some specialization and allows students to pursue individual interests. Electives may be courses in a variety of disciplines or may focus on a single area, such as Leadership and Management. In the creative or investigative project completed toward the end of the program, students may pursue any approved worthwhile project appropriate to the faculty, library, and laboratory resources of the College.

To graduate, students must have a "B" (3.0) GPA with no more than three grades of C. Any student falling below a 2.0 cumulative GPA is subject to dismissal.

The Master of Arts in Liberal Studies degree is aimed particularly at mature students. Since the College assumes that most students will have career and family obligations, classes are generally held in the evenings.

Transfer Credit

Students with appropriate graduate credit earned elsewhere may transfer up to six credits as electives. Students with credit earned in a graduate liberal studies program having parallel requirements may transfer, with approval, an additional six hours of appropriate credit. All transfer credits must be approved by the Dean of Graduate and Professional Studies. No more than a total of twelve semester credits may come from transfer credit, independent study, and undergraduate courses taken for graduate credit. Upon full admission, students must complete the MALS program within six years.

MALS Degree Requirements

Thirty (30) credits including MALS 511 and 512; two (2) colloquia (MALS 520, 521, 522, 525, 526, 527, 528, 529, or 530); five (5) elective courses; and MALS 590. Six credits of undergraduate courses may be taken as electives for graduate credit with approval from the instructor and the MALS Chair.

MALS Course Descriptions

MALS 511, 512 Ideas and Movements of the Western World I, II

(3 credits)

A broad view of the assumptions, ideas, and movements that have made Western civilization; courses are interdisciplinary and explore major human achievements in a chronological perspective. Courses must be taken in sequence.

MALS 520 Aging in Modern America

(3 credits)

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience.

An investigation of aging in America from the viewpoints of the scientist, the social scientist, and the humanist. The course asks how old age can be defined, what is known and understood about the process of aging, and where the aged belong in the family and society.

MALS 521 Language Acquisition: Linguistic and Educational Perspectives

(3 credits)

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience.

Topics range from the innate mechanisms of language learning to theory of language production and reception and learning in structured situations.

MALS 522 On Becoming Human

(3 credits)

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience.

Designed to study becoming human as a process that is racial, social, and individual. Using the viewpoints of anthropology, biology, and psychology, students trace this process through cultural, scientific, and literary materials.

MALS 525 Introduction to Creativity

(3 credits)

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience.

An examination of creativity and the creative process. Students study creative breakthroughs, experiment with systems for developing creativity, and participate in projects designed to practice creative problem-solving.

MALS 526 The Global Ocean: Economic and Environmental Perspectives

(3 credits)

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience.

An exploration of the current state and the future of the world's oceans designed for the layman. Covers such topics as coral reefs, polar oceans, coastal ecosystems, and marine environmental law.

**MALS 527 Darwin in the 20th Century:
A Modern Myth?**

(3 credits)

Prerequisites: MALS 511 and 512 or comparable interdisciplinary experience.

An exploration of Darwin's writings, an examination of the impact of those writings both on modern biological theory and society more generally, and a review of extensions of and challenges to current evolutionary theory.

**MALS 528 Racial and
Cultural Identity in Non-Western Contexts**

(3 credits)

Prerequisites: MALS 511 and 512 or comparable interdisciplinary experience.

This course grows out of the modern pre-occupation with self-identity. It emphasizes the socio-historical approach to identity formation. It focuses on how non-Western individuals have creatively responded to identities formed by both Western education and traditional socialization.

MALS 529 History of the Bible/History in the Bible

(3 credits)

Prerequisites: MALS 511 and 512 or comparable interdisciplinary experience.

Development of critical approaches to the Bible as a historical record and a re-examination of selected biblical stories to assess their historical veracity and meaning.

**MALS 530 Mind, Moment, and Machine: The
Relationship of Science and Technology to the
Literary Arts**

(3 credits)

Prerequisites: MALS 511 and 512 or comparable interdisciplinary experience.

This colloquium explores how advances in the history of science and technology directly and indirectly impact the literary and philosophical imagination, creativity, and invention. Using the theories of the physical sciences as they were developed from the pre-Socratics forward to quantum mechanics, this course illustrates how the connections among science, natural philosophy, and literary texts develop in both fiction and film.

MALS 540 Forgery and History

(3 credits)

A chronological study of how forgery provides a key to a period's notion of truth, fact, reality, literacy, and myth. Strict attention is given to how forgery changes over time.

MALS 550 Issues and Movements in Curriculum

(3 credits)

What are American schools teaching children and why? What influence have religion, government, business, minorities, and movements for student and teacher rights had on the curricula of American schools? These and other topics will be under discussion.

MALS 551 The Scope of Cervantes and His Works

(3 credits)

An intensive study of Cervantes' master-piece Don Quijote as a literary landmark in the development of the modern novel and as a socio-historical document of sixteenth-century Spain. Emphasis is given to Renaissance ideas and the realist vision of the Spanish Golden Era as una edad conflictiva.

MALS 552 Philosophy, Philology, and Literature

(3 credits)

This course explores ideals and values of Greek society as they are expressed in tragedy, epic, philosophy, and history. Students trace interrelationships between the works themselves and also between values expressed in the works.

**MALS 553 Historical Themes and Problems in Early
Modern Europe**

(3 credits)

An examination of major historical themes and historiographical controversies from the period 1559-1798 in European history. Topics include the debate on social class in Tudor and Stuart England, "The Becker Thesis," and continuity and change in the Enlightenment.

**MALS 555 Literary Criticism
and the Creative Imagination**

(3 credits)

An exploration of the theory and practice of literature as a crafted creation through reading major critics and applying their views to literary works by Sophocles, Shakespeare, Keats, and others. Students learn how to develop their own theories and then how to apply those theories.

MALS 556 Contemporary Dynamics in World Politics

(3 credits)

An in-depth study of the volatile and evolving contemporary international systems, forces, and challenges generated by the major participants in world politics, including the United States, Russia, China, and Third World countries.

**MALS 557 English Prose Style:
History, Principles, and Practice**

(3 credits)

Designed to develop an appreciation for and greater competence in English "plain style." The course investigates past practice, studies current issues, and provides for individual writing.

MALS 558 Marine Ecology*(4 credits)*

Prerequisites: Biology 121-122 or the equivalent, one year of college chemistry, invertebrate zoology, and one course in ecology.

An introduction to biological, chemical, and physical aspects of various marine ecosystems. Field collecting and trips. Summer only.

MALS 560 The Character of Physical Law*(3 credits)*

Prerequisite: at least one college physical science course. A non-mathematical survey of important developments in physical science for the generalist. Topics: origins and nature of science, classical physics, science and technology, the relativistic revolution, the quantum revolution, physical cosmology, birth and death of stars, the origin of life, epistemology.

**MALS 561 Continuity & Change
in Human Behavior During the Life Cycle***(3 credits)*

Prerequisite: general college psychology or the equivalent. An examination of behavior, cognition, and personality as they change during the life cycle. Topics: classical and current theory, current empirical research, study of unanswered questions.

**MALS 562 Chaucer and Boccaccio:
The Art of the Courtly Poet***(3 credits)*

Prerequisite: MALS 511 or permission of instructor.

A study of the development of courtly poetry in England with special reference to the influence of Boccaccian texts on Chaucer. Traces the development in England of such genres as the epic and romance as defined by the literary code of courtly convention developed on the Continent.

MALS 563 Dante's Divine Comedy*(3 credits)*

A study of the Divine Comedy (in translation) as a literary landmark and historical document, emphasizing medieval structure and innovative realism.

MALS 564 The Critical Mind*(3 credits)*

A study of four major conceptions of mind in education: education as rational thinking, as mental development, as communication, as self-actualization. Focus on how these theories are translated into practice.

**MALS 565 U. S. National Security:
Policies and Processes***(3 credits)*

An evaluation of domestic and international factors bearing on the design and implementation of U.S. national security policies. Topics: strategic doctrine, key policy makers and institutions, projected national security problems and prospects.

MALS 568 Virgil and Milton*(3 credits)*

Prerequisite: MALS 511.

The course teaches students how to read two of the greatest poets in Western culture. It also illustrates the fact that for great writers literature is a system of inspirational conventions which transcend the minutiae of local times, native languages, and trivial originality.

**MALS 569 Contemporary
Problems of the Third World***(3 credits)*

An in-depth exploration of the historical, economic, and political factors which give rise to the Nationalist Revolution; examines the Middle East and South Asia major political and economic problems common to Third World nations; and considers the impact of the Third World on world politics.

MALS 570 Special Topics*(3 credits)*

These topical courses—often for special occasions or audiences—cover such topics as the Vietnam war through film and literature, the rise and fall of apartheid, entomology, and teaching science.

MALS 573 Professional Ethics*(3 credits)*

This course raises and discusses moral and social problems which arise in the course of teaching, conducting business, counseling patients and clients; and allocating economic, health, and other vital resources. The course objective is to make student professionals better able to deal productively with professionals in other fields. Concepts covered include loyalty and integrity, authoritarianism and paternalism, the place of utilitarian considerations, and the role of principles in making moral and professional decisions.

**MALS 574 America's Revolutionary Generation:
From Colonial Status to Independent Nation***(3 credits)*

A study of the generation that initiated separation from Great Britain and created the American republic and the Constitution. Emphasis on social history and biography within the context of political thought and events.

MALS 575 Young Adult Literature*(3 credits)*

Origins and development of the body of literature written for and dealing with concerns and interests of young adult readers. Literary analysis of works and the development of teaching rationales.

MALS 576 Understanding Shakespeare*(3 credits)*

This course explores a sampling of Shakespeare's plays with particular attention to how he tells stories within the constraints of the theatre. Frequent comparisons to sources, contemporaries, and modern playwrights.

**MALS 577 The American Dream:
Nature, Progress, and Isolation
(3 credits)**

An exploration of the central idea of America's definition of its values and vision as seen through literature and art. The course is organized around thematic contrasts and conflicts which are peculiarly American in their expression and resolution: nature v. civilization; innocence v. experience; the garden v. the machine; the heart v. the head; homegrown v. imported.

**MALS 578 The Great American Novel
(3 credits)**

This course explores the concept of "the great American novel." It examines the mythology that lies behind the concept, gender issues related to it, and eight to ten novels considered contenders for the crown.

**MALS 580 The Epics of Homer
(3 credits)**

A study of the Iliad and the Odyssey as oral epics, as commentaries on classical Greek culture, and as the ground from which Western literature arises. The course emphasizes direct engagement with the poems, illuminated by the archaeological record, literary criticism, and comparisons with other works.

**MALS 590 Individual Project
(3 credits)**

Prerequisite: 21 hours of MALS course-work.
A creative or investigative project proposed by the student, approved by the MALS faculty, and guided by a member of the graduate faculty.

**MALS 591, 592 Individual Research
(3 credits each)**

Individual study under the direction of a member of the MALS faculty. Requires the approval of the MALS chair.

The Master of Education Program

The Post Baccalaureate Initial Teacher Licensure Program with an M.Ed. Option

The M.Ed. for Professional Development and Added Teaching Endorsements

There are two tracks in the Master of Education (M.Ed.) program: Track I, the post baccalaureate initial teacher licensure program with an M.Ed. option, and Track II, the M.Ed. for practicing teachers who already possess initial licensure and are seeking professional development, license renewal, or an added teaching endorsement. The M.Ed. program is designed to be broad in scope and flexible enough to meet the needs of adult learners, with courses offered evenings and weekends.

TRACK I: THE INITIAL TEACHER LICENSURE PROGRAM WITH AN M.ED. OPTION

The Post Baccalaureate Initial Teacher Licensure Program is designed for adults who have earned a Bachelor's degree, have some professional work experience, and want to obtain teaching credentials. Candidates with at least three years of career experience may elect to pursue initial licensure only or take additional courses to complete the requirements for the M.Ed. degree. Candidates who have completed the bachelor's degree in the past 12 months or do not have three years of work experience must complete the M.Ed. option as well as the initial licensure program.

Credit requirements for the Initial Teacher Licensure Programs

Elementary Education	Middle Education	Secondary Education	PreK-12 Endorsements
31	31	27	27

Individuals who go beyond initial licensure to complete the M.Ed. degree program will take an additional 15 semester credits of graduate work.

Full-time participants in this program can complete initial licensure coursework in a year and a half. The additional 15 semester credits to complete the M.Ed. option could be completed in one or two semesters. Part-time students may typically take three or more years to complete licensure requirements.

Field mentorship (student teaching), required for all students in Track I, is a 14-week field-based teaching experience in the appropriate grade level or subject area. It can be completed in a single semester or in two 7-week sessions that span two semesters. Self-analysis and reflection on planned and implemented instruction and frequent conferences with the mentor teacher and JMC supervisor are prominent aspects of the experience. Prospective teachers will also meet as a group throughout the experience for seminars and workshops.

Initial Teacher Licensure Programs*

Elementary Education (preK-6)

Middle Education (6-8)

Secondary Education (6-12) Endorsements

Computer Science

English

History and Social Science

Geography

Government

History

Mathematics

Science

Biology

Chemistry

Earth Science

Physics

Vocational Education

Business Education

Marketing
PreK-12 Endorsements

Art

English as Second Language
Foreign Language

French
German
Spanish
Latin

Special Education (Projected or Fall 2001 implementation; will fulfill ED/LD and possibly MR endorsement requirements)

Music

Choral
Instrumental

*Other endorsements will be studied for viability and may be added in the future.

Major Course of Study: Elementary Education Endorsement

Candidates for licensure in this program should possess a Bachelor's degree with either a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (English, mathematics, history and social science, and science). Proficiency in these competencies may be determined by transcript review, portfolio, PRAXIS II scores, and other forms of assessment. Candidates must be proficient in all competencies to be recommended for licensure.

Courses (31 semester credits)

The following professional studies courses (or their equivalents) are required of all candidates in the Elementary Education Program:

ITEC 501 Instructional Technologies (3 semester credits)

EDCI 500 Teaching and the Development of the Learner (3 semester credits)

EDCI 502 Educational Goals and Practices I: Elementary (3 semester credits)

EDCI 503 Practicum in Goals and Practices I: Elementary (1 semester credit)

EDCI 504 Educational Goals and Practices II: Elementary (3 semester credits)

EDCI 505 Practicum in Goals and Practices II: Elementary (1 semester credit)

EDCI 506 Foundations of American Education (3 semester credits)

EDCI 507 Early Literacy Development (3 semester credits)

EDCI 508 Practicum in Early Literacy Development (1 semester credit)

EDCI 509 Language and Literacy Development (3 semester credits)

EDCI 510 Practicum in Language and Literacy Development (1 semester credit)
EDCI 550 Field Mentorship (6 semester credits)

Major Course of Study: Middle Education Endorsement

Candidates for licensure in this program should possess a Bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (the equivalent of 21 semester credits each in two of the following areas of concentration: English, mathematics, science, and history/social sciences). Proficiency in these competencies may be determined by transcript review, portfolio, PRAXIS II scores, and other forms of assessment. Candidates must be proficient in all competencies to be recommended for licensure.

Courses (31 semester credits)

The following professional studies courses (or their equivalents) are required of all candidates in the Middle Education Program:

ITEC 501 Instructional Technologies (3 semester credits)

EDCI 500 Teaching and the Development of the Learner (3 semester credits)

EDCI 506 Foundations of American Education (3 semester credits)

EDCI 509 Language and Literacy Development (3 semester credits)

EDCI 510 Practicum in Language and Literacy Development (1 semester credits)

EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)

EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 semester credits)

EDCI 513 Educational Goals and Practices: Middle School (3 semester credits)

EDCI 514 Practicum in Goals and Practices: Middle School (1 semester credits)

EDCI 515 Literacy and Language Across the Curriculum (3 semester credits)

EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 semester credit)

EDCI 550 Field Mentorship (6 semester credits)

Major Course of Study: Secondary Education Endorsements

Candidates for licensure in this program should possess a Bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought (e.g. a major in English if they wish to teach English). They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the

competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement subject area. Proficiency in these competencies may be determined by transcript review, portfolio, PRAXIS II scores, and other forms of assessment. Candidates must be proficient in all competencies to be recommended for licensure.

Courses (27 semester credits)

The following professional studies courses (or their equivalents) are required of all candidates in the Secondary Education Program:

- IITEC 501 Instructional Technologies (3 semester credits)
- EDCI 500 Teaching and the Development of the Learner (3 semester credits)
- EDCI 506 Foundations of American Education (3 semester credits)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 semester credit)
- EDCI 515 Literacy and Language Across the Curriculum (3 semester credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 semester credit)
- EDCI 517 Educational Goals and Practices: Secondary School (3 semester credits)
- EDCI 518 Practicum in Goals and Practices: Secondary School (1 semester credit)
- EDCI 550 Field Mentorship (6 semester credits)

Major Course of Study: PreK-12 Education Endorsements

Candidates for licensure in this program should possess a Bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought (e.g. a major in art if they wish to teach art). They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement subject area. Proficiency in these competencies may be determined by transcript review, portfolio, PRAXIS II scores, and other forms of assessment. Candidates must be proficient in all competencies to be recommended for licensure

Courses (27 semester credits)

The following professional studies courses (or their equivalents) are required of all candidates in the PreK-12 Education Program:

- IITEC 501 Instructional Technologies
(3 semester credits)
- EDCI 500 Teaching and the Development of the Learner (3 semester credits)
- EDCI 502 Educational Goals and Practices I: Elementary School (3 semester credits)

- EDCI 503 Practicum in Goals and Practices I: Elementary School (1 semester credit)
- EDCI 506 Foundations of American Education (3 semester credits)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 semester credit)
- EDCI 515 Literacy and Language Across the Curriculum (3 semester credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 semester credit)
- EDCI 550 Field Mentorship (6 semester credits)

Completing the M.Ed. Option

(15 semester credits)

The following courses (or their equivalents) beyond the initial licensure professional studies coursework are required of all candidates for the Master of Education Degree:

Required courses:

- EDSE 530 Characteristics of Students with Disabilities (3 semester credits)¹
- EDSE 532 Current Trends and Legal Issues in Special Education (3 semester credits)¹
- EDCI 590 Individual Research (3 semester credits)

¹Candidates seeking ESL endorsement can substitute ESL courses.

Select two of the following courses (or related courses with advisor approval):

- TESL 513 Cross-Cultural Communication and Second Language Learning (3 semester credits)
- TESL 514 Cross-Cultural Education (3 semester credits)
- IITEC 545 Leadership in Educational Technology (3 semester credits)
- EDCI 540 Characteristics and Education of Gifted Students (3 semester credits)
- EDCI 546 Evaluation for Instructional Improvement (3 semester credits)
- EDCI 547 Special Topics Seminar (3 semester credits)

TRACK II: THE M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT

The Master of Education Degree is also offered for practicing teachers who already possess initial licensure and seek professional development, license renewal, or an added teaching endorsement. Candidates for the M.Ed. will take nine semester credits of required coursework, as well as the courses required for a 27 credit core specialization, for a total of 36 semester credits to complete the program. All core programs will support the work of the classroom teacher; some will lead to an additional endorsement.

It may be possible for full-time participants in the M.Ed. program to complete the degree in a year and a half. Part-time students may typically take three or more years to complete the degree requirements.

Core Programs:

- English as a Second Language (fulfills endorsement requirements)
- Diverse Student Populations (can fulfill gifted education endorsement requirements)
- Special Education (projected for Fall 2001; will fulfill ED/LD and possibly MR endorsement requirements)

Other core programs to be studied for possible future implementation:

- Administration and Supervision (will fulfill endorsement requirements)
- Library Media (will fulfill endorsement requirements)
- Instructional Technology
- Curriculum Leadership
- Reading Specialist (will fulfill endorsement requirements)

Required of All Programs (9 semester credits):

- ITEC 545 Leadership in Educational Technology (3 semester credits)
- EDCI 546 Evaluation for Instructional Improvement (3 semester credits)
- EDCI 590 Individual Research (3 semester credits)

ESL Core Requirements (27 semester credits):

(Prerequisite: Six semester credits in a modern foreign language.)

Required courses (18 semester credits)

- EDCI 515 Language and Literacy Across the Curriculum (3 semester credits)
- TESL 500 Introduction to English Linguistics (3 semester credits)
- TESL 511 Pedagogical and Descriptive Grammar of Modern English (3 semester credits)
- TESL 512 Second Language Acquisition (3 semester credits)
- TESL 514 Cross-Cultural Education (3 semester credits)
- TESL 530 TESL Methodology (3 semester credits)

Elective courses (9 semester credits; select three, or related courses with advisor approval)

- TESL 501 Introduction to Psycholinguistics (3 semester credits)
- TESL 502 Introduction to Sociolinguistics (3 semester credits)
- TESL 510 Applied English Phonetics and Phonology (3 semester credits)
- TESL 513 Cross-Cultural Communication and Second Language Learning (3 semester credits)

Diverse Student Populations Core Requirements (27 semester credits):

(Designed to enhance the skills of the classroom practitioner in meeting the needs of diverse student populations. Students can elect to pursue gifted education endorsement.)

Required courses (12 semester credits)

- TESL 513 Cross-Cultural Communication and Second Language Learning (3 semester credits)
or
- TESL 514 Cross-Cultural Education (3 semester credits)
- EDSE 530 Characteristics of Students with Disabilities (3 semester credits)
- EDSE 532 Current Trends and Legal Issues in Special Education (3 semester credits)
- EDCI 540 Characteristics and Education of Gifted Students (3 semester credits)

Elective courses (15 semester credits)

Courses selected from other programs (ESL, gifted education, and special education courses, or an appropriate literacy course from the initial licensure program) with approval of advisor. May be designed to fulfill gifted endorsement requirements, as follows:

- EDCI 541 Identification and Assessment of Gifted Students (3 semester credits)
- EDCI 542 Teaching Gifted Learners (3 semester credits)
- EDCI 543 Differentiated Curriculum for the Gifted (3 semester credits)
- EDCI 551 Field Internship (3 semester credits)

Special Education Core Requirements

(To be planned during the 2000-2001 academic year for implementation Fall 2001; will fulfill ED/LD and possibly MR endorsement requirements.)

MEd Course Descriptions

Curriculum and Instruction

EDCI 500 Teaching and the Development of the Learner (3 credits)

This course provides the teacher candidate with an orientation to the program, teaching, and the growth and development of the learner. The course introduces the knowledge, skills, and attitudes requisite to competent teaching that must be demonstrated by the candidate to successfully complete the program. Required performance-based standards in planning, instruction, classroom environment, communication, and professionalism, as well as key indicators and evaluation instruments used to assess these standards, will be presented. The teacher candidate should self-monitor his/her professional development throughout the program. Virginia Standards of Learning in subject areas and technology are introduced. The range of human development through adolescence, including intellectual, social, and personal aspects, and its impact on instructional practices and decisions are examined.

EDCI 502 Educational Goals and Practices I: Elementary

(3 credits)

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 503 or approval of program advisor.

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of history and social sciences, humanities, and fine arts curricula, instruction, and technologies. Virginia Standards of Learning in elementary history and social science and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

EDCI 503 Practicum in Goals and Practices I: Elementary

(1 credit)

Corequisite: EDCI 502 or approval of program advisor.

This practicum provides the prospective teacher with experience in history and social sciences, humanities, and fine arts instruction and assessment and evaluation strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and focus on assessing and evaluating learning.

EDCI 504 Educational Goals and Practices II: Elementary

(3 credits)

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 505 or approval of program advisor.

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of science and mathematics curricula, instruction, and technologies. Virginia Standards of Learning in elementary mathematics, science, and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and classroom management systems.

EDCI 505 Practicum in Goals and Practices II: Elementary

(1 credit)

Corequisite: EDCI 504 or approval of program advisor.

This practicum provides the prospective teacher with experience in science and mathematics instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and learn from the host teacher's classroom management plan.

EDCI 506 Foundations of American Education

(3 credits)

Prerequisite or corequisite: EDCI 500.

This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are

addressed, contemporary political, sociological, and economic issues are emphasized. Teaching is viewed in the context of the culture of schools and the influences that shape it. The legal rights and responsibilities of teachers and students, diverse learner populations, and school and community involvement are specific topics addressed in the course.

EDCI 507 Early Literacy Development

(3 credits)

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 508 or approval of program advisor.

This course focuses on instruction based on knowledge of language acquisition that promotes young children's literacy development. Emphasis is placed on current theories, models, and methods of teaching and learning language processes. Virginia Standards of Learning in elementary English and technology are addressed. Course topics include phonemic awareness, word study curriculum, comprehending, writing process, literature-based and curriculum integration approaches, assessment and evaluation of learning, and classroom organization.

EDCI 508 Practicum in Early Literacy Development

(1 credit)

Corequisite: EDCI 507 or approval of program advisor.

This practicum allows the prospective teacher to experience early literacy development in a classroom setting and to apply appropriate strategies and techniques, materials and technologies, and organizational patterns to this context.

EDCI 509 Language and Literacy Development

(3 credits)

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 510 or approval of program advisor.

This course focuses on promoting the intermediate learner's literacy development. Emphasis will be placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking. Specific topics addressed include word study curriculum, comprehending, writing process, literature-based and curriculum integration approaches, diagnostic and developmental assessments and evaluation, and classroom organization.

EDCI 510 Practicum in Language and Literacy Development

(1 credit)

Corequisite: EDCI 509 or approval of program advisor.

This practicum allows the prospective teacher to experience literacy and communication development in a classroom setting and to apply appropriate strategies and techniques, materials and technologies, and organizational patterns to this context.

EDCI 511 Educational Goals and Practices: Middle or Secondary

(3 credits)

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 512 or approval of program advisor.

This course focuses on the application of curriculum through teaching and learning models for middle and secondary school classrooms. Lesson planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and classroom management systems.

EDCI 512 Practicum in Goals and Practices: Middle or Secondary

(1 credit)

Corequisite: EDCI 511 or approval of program advisor. This practicum provides the prospective teacher with experience in secondary or middle school curriculum and instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and learn from the host teacher's classroom management plan.

EDCI 513 Educational Goals and Practices: Middle School

(3 credits)

Prerequisite or corequisite: EDCI 500; Corequisite EDCI 514 or approval of program advisor.

This course focuses on the application of teaching and learning models in the middle school classroom for the subject area endorsements sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

EDCI 514 Practicum in Goals and Practices: Middle School

(1 credit)

Corequisite: EDCI 513 or approval of program advisor. This practicum provides the prospective teacher with experience in middle school instruction and assessment and evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning.

EDCI 515 Literacy and Language Across the Curriculum

(3 credits)

Prerequisite: EDCI 500; Corequisite: EDCI 516 or approval of program advisor.

This course explores a variety of methods and strategies that promote learning in the content area classroom

through reading, writing, and speaking. Specific topics addressed include utilizing a variety of materials (e.g., textbooks, trade books, electronic texts), comprehending and questioning, scaffolding instruction for diverse learners, building vocabulary, writing and talking to learn, developing study guides and strategies, and assessing and evaluating literacy and learning.

EDCI 516 Practicum in Literacy and Language Across the Curriculum

(1 credit)

Corequisite: EDCI 515 or approval of program advisor. This practicum requires the assessment of student literacy needs in a content area classroom and the application of appropriate strategies, materials, and technologies to assist students in becoming competent with learning strategies.

EDCI 517 Educational Goals and Practices: Secondary School

(3 credits)

Prerequisite or corequisite: EDCI 500; Corequisite EDCI 518 or approval of program advisor.

This course focuses on the application of teaching and learning models in the secondary school classroom for the subject area endorsement sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

EDCI 518 Practicum in Goals and Practices: Secondary School

(1 credit)

Corequisite: EDCI 517 or approval of program advisor. This practicum provides the prospective teacher with experience in secondary school instruction and assessment and evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning.

EDCI 540 Characteristics and Education of Gifted Students

(3 credits)

This course examines the characteristics of gifted students, including the various expressions of giftedness, their social-emotional needs, and gifted behaviors in special populations. Topics include integrating gifted and general education, best practices in gifted programs, and parent/community involvement.

EDCI 541 Identification and Assessment of Gifted Students

(3 credits)

Prerequisite or corequisite: EDCI 540.

This course explores the variety of techniques that can be used to identify gifted students, including psychometric

procedures and performance and product assessment. Emphasis will be placed on identifying giftedness and the continuous assessment required to turn potential into maximal levels of performance. Topics include standardized testing; alternatives, such as performance assessment and portfolios, rating scales and checklists, evaluation of student records information, and case studies; and gathering, analyzing, and reporting formative and summative data.

EDCI 542 Teaching Gifted Learners

(3 credits)

Prerequisite or corequisite: EDCI 540.

This course provides an understanding of educational models, methods, and resources employed in teaching gifted learners. Topics explored include classroom organization and learning environments, teacher behavior, instructional strategies (including the use of technology) that promote critical and creative thinking/production and self-directed

learning, evaluation of student learning, differentiation of instruction to address the variety of learner profiles, and alternative means for addressing the needs of special gifted populations.

EDCI 543 Differentiated Curriculum for the Gifted

(3 credits)

Prerequisite or corequisite: EDCI 540

This course studies curricular designs appropriate to the distinct characteristics and cognitive and affective needs of gifted learners. Topics include accelerated and enriched core academic programs, models and strategies that address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations.

EDCI 546 Evaluation for Instructional Improvement

(3 credits)

This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants will write a data-based improvement plan.

EDCI 547 Special Topics Seminar

(3 credits)

This course is designed to treat current topics in education that are of particular interest to program participants and faculty.

EDCI 550 Field Mentorship

(3-6 credits per semester; 6 credits required.)

Prerequisite: EDCI 500-510; IIEC 501.

This is the capstone experience of the initial licensure program. The prospective teacher will be challenged to

pull together his/her personal and educational experiences to teach in the classroom under the mentorship of a skillful practicing teacher. Field mentorship is a 14-week field-based teaching experience at the appropriate grade level or subject area. It can be completed in a single semester or in two 7-week sessions that span two semesters. Self-analysis and reflection on planned and implemented instruction, and conferencing with the mentor teacher and JMC supervisor, are prominent aspects of the experience. Prospective teachers will meet as a group throughout the experience for seminars and workshops. The field mentorship experience and concurrent seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the initial licensure program.

EDCI 551 Field Mentorship

(3-6 credits)

Prerequisite: All required coursework for an add-on endorsement.

This practicum is the capstone experience for an added endorsement. It provides the opportunity to apply the skills, understandings, and competency requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placement will be determined by the specific add-on endorsement sought.

EDCI 590 Individual Research

(3 credits)

Prerequisite: 30 hours of Initial Licensure/M.Ed. coursework.

This is an experience in self-directed learning and research in practice, primary goals of the program. The individual will select a topic of study in education that is beyond the scope of regular course offerings. Although research of the topic is a primary component, the final project can take a variety of formats, from a curriculum-restructuring plan to research for public policy change or publication. The project must be approved by the M.Ed. faculty and will be guided by a member of the faculty.

Special Education

EDSE 530 Characteristics of Students with Disabilities

(3 credits)

This course examines the characteristics of learner variability from psychological, socio-cultural, educational, and medical frameworks through current research findings. Issues and trends in the areas of classification and diagnostic criteria, educational implications for the various disabilities, and professional and ethical standards are addressed.

EDSE 532 Current Trends and

Legal Issues in Special Education

(3 credits)

This course presents an overview of regulatory requirements for identifying and evaluating students with special

needs. Best practices in educational programs are examined and legal issues addressed. Current legislative and judicial mandates and regulations for special education are emphasized.

Instructional Technology

ITEC 501 Instructional Technologies

(3 credits)

Prerequisite or corequisite: EDCI 500 or the equivalent course/experience.

This course ensures that the teacher candidate can demonstrate competence in the Virginia technology standards and emphasizes the integration of technologies in teaching and learning processes. Topics include ethical and legal issues, communicating and accessing information, evaluating and using hardware and software, and meeting the needs of diverse learners.

ITEC 545 Leadership in Educational Technology

(3 credits)

Prerequisite: ITEC 501 or the equivalent course/experience. This course examines the current and future roles of technology for exchanging and communicating information and enhancing learning environments in the educational setting. Emphasis is placed on planning and implementing innovative technology applications in the classroom, school division, or global arena. A variety of technology-related issues are explored to assist the participant in staying on the "cutting edge" of this dynamic resource and providing technology leadership in the workplace.

Teaching English as a Second Language

TESL 500 Introduction to English Linguistics

(3 credits)

Provides an overview of the English language. Areas covered include phonology, morphology, syntax, semantics and pragmatics.

TESL 501 Intro to Psycholinguistics

(3 credits)

Prerequisite: TESL 500.

Introduces the mental and biological structures and processes that enable human beings to communicate using language, with special reference to issues of second language acquisition and bilingualism.

TESL 502 Introduction to Sociolinguistics

(3 credits)

Prerequisite: TESL 500.

Examines the relationship between language and society. Macro-level topics include language maintenance and shift, multilingualism, language variation and social networks, and language education. Micro-level topics include an analysis of social interaction, with special emphasis on language and class, gender, culture and ideology.

TESL 510 Applied English Phonetics and Phonology

(3 credits)

Prerequisite: TESL 500.

Includes a description of phonetics, English sound patterns, sound alterations, sound-spelling relationships and areas of difficulty for the foreign learner.

TESL 511 Pedagogical and

Descriptive Grammar of Modern English

(3 credits)

Covers the description and analysis of English grammar, including syntactic principles and problems of analysis; reviews English grammar from pedagogical, linguistic, and traditional points of view.

TESL 512 Second Language Acquisition

(3 credits)

Prerequisite: TESL 500.

Addresses theories of second language acquisition, stages of acquisition, interference and bilingualism.

TESL 513 Cross-Cultural

Communication and Second Language Learning

(3 credits)

Explores the dynamic interaction of language and culture across cultures. Topics include conversational style, and conflict and argument in cross-cultural communication settings involving western and non-western languages and cultures.

TESL 514 Cross-Cultural Education

(3 credits)

This course examines historical and theoretical foundations of cross-cultural education. Emphasis is on developing a cross-cultural curriculum for diverse classroom settings.

TESL 530 TESL Methodology

(3 credits)

Prerequisite: TESL 500 or TESL 511.

Emphasizes teaching techniques, methodology, syllabus construction, classroom activities and student assessment.

The Master of Business Administration

The Master of Business Administration (MBA) provides the experienced professional with a quality graduate program that prepares its graduates for management and leadership positions in a variety of organizational settings. The program does not require an undergraduate business degree.

The curriculum consists of foundation courses, core courses, and concentration courses that combine business theory with current business practice. The foundation and core courses provide a common body of knowledge required for effective performance in today's unpredictable global business environment. Complementing this

common body of knowledge are four concentrations from which students can choose, depending on their professional interests: general management, training and human resource development, information security, and management technology.

The program is particularly designed for those individuals whose job and family responsibilities require the flexibility to pursue the MBA on a part-time basis without interrupting their careers.

Program Features & Benefits

Relevance	Combines classical and current business theories with current business practices to more effectively manage and lead today's complex organizations.
Teaching excellence	Continues the MWC tradition of teaching excellence, small class size, and accessible faculty.
Stakeholder input	Developed with considerable input from the business community and program participants.
Affordable	Very reasonable tuition, competitive with other quality institutions of higher education.
Convenience	Classes meet once a week; evening and Saturday classes available; some classes offered online for additional convenience.
Accessibility	Easily accessible from Highway 95; housed in a new, state-of-the-art educational facility with ample parking.
Interactive classes	Interactive and enriching class discussions with mutually supportive colleagues from a variety of professions.
Flexibility	Choice of several high-demand concentrations.

MBA Degree Requirements

Successful completion of all required foundation courses (15-18 semester credits), core courses (24 semester credits), and concentration courses (12 semester credits) with a cumulative GPA of 3.0 or higher. All required coursework must be completed within six years of admission to the program.

Waivers

Waiver of any course will be made primarily on the basis of previous comparable undergraduate or graduate work. To be considered for waiver, a course must have been completed within the past six years from a regionally accredited college or university with a minimum grade of B.

A waived foundation course will not require substitution of another MBA course. Depending on the number of foundation courses waived, a student might enter the program and only take the core and concentration courses (total of 36 semester credits).

Any waiver of a core or concentration course will require substitution of an additional concentration course. Approval of a waiver by the Program Director or his/her designee must be obtained prior to or during the first semester after admission.

Transfer Courses

A maximum of six semester credits can be transferred into the MBA program. To be accepted for transfer credit, graduate-level courses must have been taken from an accredited institution within the last six years, directly relate to one of the MBA program courses, and transcribed with a grade of B or better (B- is not accepted). Transfer credit is not given for internship or practicum experiences.

MBA Curriculum Orientation Session

Prior to the start of every semester, new students are required to participate in an orientation session for the MBA program. The orientation session will include:

Introductions of students and JMC staff	Presentations skills
Overview of program	JMC computer resources
Self-Assessment Exercises	Using the Internet
Introduction to the case analysis method	JMC library resources

Course Requirements for the MBA

(36 – 54 semester credits)

Foundation Courses

(15-18 semester credits)

- MBUS 500 Financial Accounting¹
- MBUS 503 Economic Analysis¹
- MBUS 506 Legal and Ethical Issues in Business¹
- MBUS 507 Information Security Essentials^{1,2}
(required only for those pursuing the Information Security Concentration)

MBUS 510 Marketing: Research, Policies and Practices^{1,3,4}

MBUS 520 Quantitative Analysis for Decision Makers^{1,2,3,5}

¹May be waived with appropriate coursework at undergraduate or graduate level (see "Waivers").

²Cross-listed as CTEC 407.

³Statistics is a prerequisite for this course, which can be taken concurrently with other foundation courses.

⁴Cross-listed as LRSP 410.

⁵Cross-listed as LRSP 420.

Core Courses (24 semester credits)

MBUS 501 Organizational Systems & Behavioral Dynamics

MBUS 504 Managerial Accounting and Control Systems

MBUS 508 Financial Management

MBUS 509 Information Technology for Managers or MBUS 511 Information Security: Level I (only if pursuing Information Security Concentration)

MBUS 512 Organizational Research and Assessment

MBUS 513 Managing in a Global Economy

MBUS 514 Operations Management

MBUS 515 Business Strategy Seminar

Concentrations

(12 semester credits from one of the following four concentrations):

General Management Concentration

(12 semester credits)

The General Management concentration will be attractive to those who want the traditional MBA. This concentration offers a solid professional core in the functional areas of business, enriched with leading-edge courses applicable to many business and non-business environments.

- MBUS 521 Human Resource Management & Development
- MBUS 522 Leadership and Organizational Change
- MBUS 523 Marketing Strategy
- MBUS 524 Learning Organizations and Knowledge Management
- MBUS 570 Special Topic
- MBUS 591 Directed Study

Training and Human Resource Development Concentration

(12 semester credits)

The Training and Human Resource Development concentration is particularly appropriate for those in the human resource management area, and those who design and deliver training programs.

- MBUS 521 Human Resource Management & Development
- MBUS 524 Learning Organizations and Knowledge Management
- MBUS 530 Adult Development and Learning Theory
- MBUS 531 Designing and Implementing Training Programs
- MBUS 532 Evaluating Training Programs
- MBUS 533 Technology-Based Training Programs
- MBUS 570 Special Topic
- MBUS 591 Directed Study

Management Technology Concentration

(12 semester credits)

The Management Technology concentration provides a solid background in the functional areas of business, coupled with an in-depth knowledge of available management technology. The concentration examines how technology can be efficiently and effectively utilized for better management practice.

- MBUS 550 Computer-Based Decision Support Systems
- MBUS 551 Computer Simulation in Business
- MBUS 552 Distributed Processing and Data Communications
- MBUS 553 Web-Based Applications and Electronic Commerce
- MBUS 570 Special Topic
- MBUS 591 Directed Study

Information Security Concentration

(12 semester credits)

The Information Security concentration provides an understanding of the fundamental technologies and principles of information security. It is a very specialized concentration with distinct prerequisites to be met before continuing to the next level of coursework within the concentration. An evaluation of the student's academic and professional experience to determine adequate preparation for this concentration is required.

- MBUS 540 TCP and Firewalls
- MBUS 541 Intrusion Detection
- MBUS 542 Virtual Private Networks and Remote Access
- MBUS 543 Incident Handling and Malicious Code
- MBUS 544 NT Security

Note: A **Graduate Certificate in Information Security** (15 semester credits) is available to those whose position requires the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program.

To be considered for the certificate, the applicant must

- Submit a completed *Application to the Master of Business Administration Degree Program*
- Submit the nonrefundable application fee
- Submit a copy of transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university
- Complete the following courses:
 - MBUS 511 Information Security: Level I (3 credits)
 - MBUS 540 TCP and Firewalls (3 credits)
 - MBUS 541 Intrusion Detection (2 credits)
 - MBUS 542 Virtual Private Networks and Remote Access (2 credits)
 - MBUS 543 Incident Handling and Malicious Code (2 credits)
 - MBUS 544 NT Security (3 credits)

Course Descriptions

MBUS 500 Financial Accounting

(3 credits)

Principles, concepts and procedures of financial accounting essential to the collection, reporting, and interpretation of the financial data of a modern business. A management-oriented approach to using financial data to make management decisions is utilized.

MBUS 501 Organizational Systems and Behavioral Dynamics

(3 credits)

Course focuses on new and emerging organizational structures and their impact on managerial action. Topics include classic and modern management principles applied to organizational systems, and the individual, managerial, and external skills needed to manage in 21st-century organizations.

MBUS 503 Economic Analysis*(3 credits)*

Examines the major tools and concepts of economic analysis as applied to making business decisions and allocating resources. Topics include microeconomics and the theory of the firm; economic forecasting; cost-benefit analysis; macroeconomics and aggregate markets.

MBUS 504 Managerial Accounting and Control Systems*(3 credits)*

Prerequisite: MBUS 500.

Financial Accounting or equivalent. Interpretation and use of accounting data for management planning, decision-making and control. Consideration of cost-volume-profit relationships, activity-based costing, and performance measurement.

MBUS 506 Legal and Ethical Issues in Business*(3 credits)*

Examines the legal and ethical issues that affect managers' decisions and actions in today's business environment. Topics include legal forms of business, contractual rights, intellectual property, environmental laws, negligence, employment and trade regulations, the development of ethical standards of behavior in an organization, and the social and ethical obligations of business to society at large.

MBUS 507 Information Security Essentials*(3 credits)*

This course covers three major areas of information security: intrusion detection, security tools, and information warfare.

Intrusion detection covers topics such as:

- ID sensors and how they interoperate in an environment of firewalls, routers, and switches
- The need to understand network architecture and how all the pieces can play together
- Risk Assessment and Auditing
- Firewalls
- Packet Filtering

Security Tools

Covers more than a dozen commercial vendors and open source developers' software designed to help organizations identify the security vulnerabilities in their systems and networks, identify attacks (or mapping activities) in progress, and/or identify and verify the results of attacks that have been successful.

Shows students several different ways that vendors package information and helps them determine what questions to ask to uncover the information that the vendors might not volunteer. It also provides a step-by-step roadmap for making sure a company gets the maximum amount of software and services for the money spent.

Information Warfare

Details the threat, the kinds of attacks organizations are seeing

Looks closely at large scaled distributed attacks and scans

Discusses how an organization reacts to these threats

Allows students to practice analysis techniques

Cross-listed as CFEC 0407. Note: MBA candidates must take this course for graduate credit. Any students (undergraduate or graduate) taking this course for graduate credit are required to do additional assignments and projects as part of the course.

MBUS 508 Financial Management*(3 credits)*

Prerequisite: MBUS 500 Financial Accounting or equivalent. Examines the concepts and practices used by managers in making financial decisions for the firm. Topics include short- and long-term financial planning, cost of capital, dividend policy, working capital management, and other tools of financial analysis.

MBUS 509 Information Technology for Managers*(3 credits)*

Examines the role of information technology and information systems in improving organizational effectiveness and efficiency. Particular attention is given to the contributions of information technology for management decision-making, and organizational strategic advantage.

MBUS 510 Marketing: Research, Policies and Practices*(3 credits)*

Prerequisite: MBUS 503 Economic Analysis or equivalent. This course explores the essential role of the marketing function in the modern business organization. Topics include the competitive factors of price, product, promotion, place, cost, quality, speed, innovation, and customer service. Attention is also given to fundamental marketing research techniques and marketplace information. Cross-listed as LRSP 0410. Note: MBA candidates must take this course for graduate credit. Any students (undergraduate or graduate) taking this course for graduate credit are required to do additional assignments and projects as part of the course.

MBUS 520 Quantitative Analysis for Decision Makers*(3 credits)*

Prerequisite: Statistics.

Introduces students to management science models and techniques used for analyzing and solving business problems. Topics include statistical forecasting methodologies, linear programming, network and queuing theory, PERT/CPM, SPC and business simulations. Cross-listed as LRSP 0420. Note: Students taking this course for graduate credit are required to do additional assignments and projects as part of the course.

MBUS 521 Human Resource Management and Development

(3 credits)

Examines the human resource management function of an organization's personnel/human resource department, and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning, recruitment and selection, performance measurement, training and development, compensation, and labor relations.

MBUS 522 Leadership and Organization Change

(3 credits)

Examines models of organizational change and development, leading teams, and the key role of the leader as a change agent in organizations.

MBUS 523 Marketing Strategy

(3 credits)

Prerequisite: MBUS 510 Marketing: Research, Policies and Practices.

This course builds upon topics covered in Marketing, with a focus on the development and implementation of marketing strategies in the rapidly changing digital, global environment.

MBUS 524 Learning Organizations and Knowledge Management

(3 credits)

Course covers knowledge management's value to organizations, creating and sustaining a learning organization, and generating intellectual capital.

MBUS 530 Adult Development and Learning Strategies

(2 credits)

Examines theories of adult development and learning with an emphasis on their application for developing training programs for organizational members.

MBUS 531 Designing and Implementing Training Programs

(2 credits)

Provides the tools and techniques necessary for planning, organizing, and constructing a performance-based training program. Topics include defining training needs, setting performance objectives, instructional design project management, and program delivery.

MBUS 532 Evaluating Training Programs

(2 credits)

Prerequisite: MBUS 531 Designing and Implementing Training Programs.

Examines measures used to evaluate the achievement and performance of trainees in a training program; includes the establishment of a basis for improvement of instruction and learning in a training program.

MBUS 533 Technology-Based Training Programs

(2 credits)

Prerequisite: MBUS 531 Designing and Implementing Training Programs.

This course reviews, utilizes, and evaluates new technologies that can be used to more efficiently and effectively design and deliver training programs in an individualized or group situation.

MBUS 540 TCP and Firewalls

(3 credits)

Prerequisite: MBUS 507 Information Security Essentials.

Exploit software used to attack systems often leaves a characteristic signature caused by the process of crafting the packet that allows analysts to find these attacks. Students that successfully complete this course will be equipped to apply the intrusion detection techniques they learn to prevent these types of attacks. Throughout the class, techniques are demonstrated using software tools and key concepts are illustrated with network trace dumps. This course includes a study of firewalls. Students will learn how to determine if a firewall is needed at a site, assess the firewall, analyze and correct configuration errors, and evaluate the firewall for extranet use.

MBUS 541 Intrusion Detection

(2 credits)

Prerequisite: MBUS 507 Information Security Essentials.

This course teaches how to build comprehensive Intrusion Detection systems and how to protect your organization from common network attacks. Real attack signatures are presented along with working tools. Demonstrations of how to configure and use intrusion detection software show how to get the maximum benefit out of it. This course gives the student a foundation and the knowledge to use specific intrusion detection software and demonstrates some of the significant challenges in intrusion detection:

Collecting the right type and amount of data from the network

Finding the anomalous traffic among the noise of normal traffic

Making sense of the anomalous traffic

Synthesizing what is found to discover trends and new exploits

MBUS 542 Virtual Private Networks (VPN) and Remote Access

(2 credits)

Prerequisite: MBUS 507 Information Security Essentials.

The VPN component of this course provides a guide to evaluating an organization's VPN requirements, selecting the appropriate VPN architecture, and implementing it within a pre-existing security infrastructure. Virtual private networking technology provides a flexible mechanism for addressing connectivity needs within many organizations. This class focuses on assessing business and technical requirements for remote access and extranet connections; evaluating VPN technology; integrating VPNs within an existing network infrastructure; common implementation

difficulties; and VPN security issues. After completing this course, students will be ready to evaluate their requirements for remote access and begin testing commercial VPN implementations.

The remote access component of the course covers the different methods of providing remote access along with the security measures involved in each. In the last few years there has been a dramatic increase in the demand for secure remote access. Even as recently as five years ago, dial-in modem banks were the primary method of remote access for many organizations. However, once network sniffers hit the mainstream in 1992, people began to look for more secure methods of providing remote access. The increased need for security, plus the advancement in networking technologies such as ISDN, frame relay, cable modems and tunneling technologies has led to a dramatic increase in the complexity of remote access systems. Today, many companies offer multiple methods of remote access, often combining several technologies into a single solution.

MBUS 543 Incident Handling and Malicious Code

(2 credits)

Prerequisite: MBUS 507 Information Security Essentials. The Incident Handling part of the course is designed to provide a complete introduction using six steps (preparation, identification, containment, eradication, recovery and follow up) one needs to take in the event of a computer incident. Incident Handling is intended for both system administrators and managers, because these two groups need to work smoothly together in crisis situations.

The Malicious Code component of the course covers the latest and most commonly used hacker tools and techniques for penetrating computer systems. The focus of the discussion will be on systems running TCP/IP protocols on the Internet, intranets, and extranets. Numerous types of attacks will be covered, including web server and electronic commerce exploits, new Trojan Horse components, the latest denial of service attacks, etc. In addition to a detailed discussion of each attack, the course will cover a variety of defensive techniques for each exploit. Many of the tools and techniques will be demonstrated.

MBUS 544 NT Security

(3 credits)

Prerequisite: MBUS 507 Information Security Essentials. Many security-related issues for Windows NT require more than a basic understanding of Windows NT security exposures and potential control measures. The course covers these issues, including some undocumented features of Windows 2000 that affect security as well as advanced security control techniques. In the lab, students have an opportunity to apply the material learned in class.

MBUS 550 Computer-Based Decision Support Systems

(3 credits)

Prerequisite: MBUS 509 Information Technology for Managers.

This course explains the characteristics, use, and development of decision support systems (DSS) within the context of other business information systems. The process of designing and implementing decision support systems in business is discussed from both theoretical and practical standpoints. Students will learn to use common software tools to develop a simple DSS, to use the Internet as a decision-making and productivity tool, and various ways of measuring the success of DSS implementation as well as the difficulties associated with all such measures.

MBUS 551 Computer Simulation in Business

(3 credits)

Prerequisite: MBUS 509 Information Technology for Managers.

Investigation of computer simulation methodology and its application in the analysis of business systems. A high-level simulation language will be used to develop simulation models for a variety of decision-making scenarios.

MBUS 552 Distributed Processing and Data Communications

(3 credits)

Prerequisite: MBUS 509 Information Technology for Managers.

This course surveys the field of computer networking and communications. Students will learn reasons for networking as well as the costs and potential problems. In addition to computers, the course discusses hardware for local and wide area connectivity and other specialized devices. Software coverage includes operating systems, network management tools, drivers and protocols. Students will learn the primary duties of a network administrator in the operation of a computer network and become familiar with network planning, implementation, and routine administration. Up-to-date standards will be stressed.

MBUS 553 Web-Based Applications and Electronic Commerce

(3 credits)

Prerequisite: MBUS 509 Information Technology for Managers.

An examination of the concepts, technologies, and applications of electronic commerce. Topics include the World Wide Web as a platform for electronic commerce; intranets; electronic data interchange; electronic banking and payment systems; security and firewalls; software agents; and the social, legal, and international issues of electronic commerce.

MBUS 570 Special Topic

(1-3 credits)

Prerequisite: Topic dependent.

Selected topics will reflect faculty specialization or program needs. A special topics course will provide opportunities for additional study in a particular specialized area. May be repeated for credit with a change in topic and mentor permission.

MBUS 591 Directed Study

(1-3 credits)

Prerequisite: Permission of Program Director.

This is an individual study under faculty direction on a topic of relevance to the MBA program.

Professional Development for Educators

A variety of teacher license renewal courses and two certificate programs are offered in weekend and evening formats throughout the year.

For specific courses, dates and times, consult the most current *Professional Development* brochure.

The Certificate in Computer Technology for Educators is designed for educators or administrators who need to become proficient users of technology in a variety of classroom situations. School divisions and institutions of higher learning must incorporate eight technology standards of learning to assure the technology proficiency of educators in the Commonwealth. This certificate program addresses this need. The following courses lead to a Certificate in Computer Technology for Educators (four required courses and one elective). Courses are offered on weekends for one semester credit each.

Computer Technology for Educators Course Descriptions

Required courses (1 semester credit each)

ITEC 0901 Implementing the Computer/Technology Standards Provides participants with a basic understanding of computer technology standards required for all students by the end of Grade 5, Grade 8 and for graduation.

ITEC 0902 Introduction to the Internet for Educators Delivers an overview of the Internet and its resource capabilities; instructs educators on how to search for and organize information from a variety of networks around the world.

ITEC 0903 Introduction to Desktop Publishing and Multimedia for Educators Gives an overview of specific applications using desktop publishing and media software; concentrates on the areas that specifically pertain to educators and will instruct teachers on how to design, create and produce high quality documentation.

ITEC 0906 Implementing Technology into Instructional Programs Provides participants with a basic understanding of the instructional applications of modern technology; requires participants to bring a detailed outline of their instructional program.

Elective courses (1 semester credit each)

ITEC 0904 Implementing a Technical Plan for School, Department or Grade Level Instructs educators on how to research and select the appropriate

hardware and software for class or department. Participants will be required to bring a actual copy of the technology plan for their school or system; the technology plan developed in this course will be integrated with this plan.

ITEC 0905 PC and Software Maintenance and Troubleshooting Techniques Gives a strong, non-threatening approach to basic troubleshooting techniques and preventative maintenance procedures for hardware and software; covers different scenarios for upgrading equipment as compared to new acquisition.

ITEC 0907 Assistive Technology Provides a comprehensive overview of assistive technology solutions for students with special needs. Designed for K - 12 teachers and administrators of special needs students in all educational settings.

Teaching English as a Second Language

The Certificate in Teaching English as a Second Language (TESL) is designed for adult part-time students and current teachers who want to enhance their credentials and capabilities. This certificate is valuable for anyone who is interested in an ESL-related career and is the internationally recognized credential for ESL professionals. Furthermore, changing demographics with the accompanying pressure to assimilate, to pass minimum literacy standards, and the need to find employment create a large demand for teachers with skills to teach a linguistically diverse population. For teachers currently employed in Virginia public schools, English as a Second Language is one area outside the subject discipline that is allowed by the Commonwealth for license renewal. TESL courses provide guidance in serving a growing population and also count toward recertification.

The following courses lead to a Certificate in Teaching English as a Second Language (five required courses, three electives and two courses in Modern Foreign Language).

Course Descriptions

(Prerequisites may be waived by permission of the instructor.)

Suggested sequence of required courses

(15 credits)

TESL 400/500 Introduction to English Linguistics

(3 credits)

Provides an overview of the English language. Areas covered include phonology, morphology, syntax, semantics, and pragmatics.

TESL 410/510 Applied English Phonetics and Phonology

(3 credits)

Prerequisite: TESL 400/500.

Includes a ddscription of phonetics, English sound patterns, sound alternations, sound-spelling relationships and areas of difficulty for the foreign learner.

TESL 411/511 Pedagogical and Descriptive Grammar of Modern English

(3 credits)

Provides detailed coverage of how the structure of English interacts with both written and spoken linguistic functions, emphasizing typical patterns of use as well as standard usage. The focus is on those aspects of English grammar which pose particular problems for the teacher and learner of English as a second or foreign language.

TESL 412/512 Second Language Acquisition

(3 credits)

Prerequisite: TESL 400/500.

Addresses theories of second language acquisition, stages of acquisition, interference, and bilingualism.

TESL 430/530 ESL Methodology

(3 credits)

Prerequisite: TESL 400/500 or TESL 411/511.

Emphasizes teaching techniques, methodology, syllabus construction, classroom activities, and student assessment.

Elective courses (9 credits)

TESL 401/501 Introduction to Psycholinguistics

(3 credits)

Prerequisite: TESL 400/500.

Introduces the mental and biological structures and processes that enable human beings to communicate using language, with special reference to issues of second language acquisition and bilingualism.

TESL 402/502 Introduction to Sociolinguistics

(3 credits)

Prerequisite: TESL 400/500.

Covers the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups. Among the topics discussed are: pragmatics, register, dialects and creoles, language change, language planning, bilingualism, cross-cultural communication, language and gender, and language in the classroom.

TESL 413/513 Cross-Cultural Communications and Second Language Learning

(3 credits)

Explores the dynamic interaction of language and culture across cultures. Topics include conversational style, and conflict and argument in cross-cultural communication settings involving western and non-western languages and cultures.

TESL 414/514 Cross-Cultural Education

(3 credits)

Examines historical and theoretical foundations of cross-cultural education; emphasis is on developing a cross-cultural curriculum for diverse classroom settings.

Business/Information Technology Certificate and Certification Programs

Certificate and certification programs provide specific technological and professional learning in a concentrated format. These programs introduce individuals to new or emerging fields of study, update existing knowledge, and expand employment opportunities. Some programs are designed so that certificate credits apply to a degree in that field.

Certificate in Strategic Human Resource Management

The Certificate in Strategic Human Resource Management offers key competencies required for positioning the human resource professional as a strategic partner in a variety of organizations. Prerequisite: minimum 12 college credits or permission of the Program Director.

Course Requirements

(total 15 credits)

BPST 0301 Professional Written Communication

(3 credits)

Prerequisite: English Composition 101 or equivalent. Students use text analysis to enhance skills in close reading and understanding of a variety of texts, including literature of the workplace, technical writing, manuscripts and drafts. By analyzing typical examples of writing in the workplace, students develop skills in understanding, editing, revising and creating appropriate written material in the work setting. Goals achieved are good writing habits creating a clear style, effectively communicating in written forms, building and substantiating arguments, and facilitating and improving understanding and communication of written materials.

LRSP 0300A Leadership: Theory and Practice

(3 credits)

An introduction to historical and contemporary leadership theories, emphasizing current leadership issues and the role of leadership in transforming organizations to meet the needs of the 21st Century. Students will explore their leadership styles and team leadership abilities, managerial decision-making, and change management.

Choose either LRSP 0430 or SHRM 0430A

LRSP 0430 Human Resource Management

(3 credits)

Prerequisite: LRSP 0300 or 0330.

This course examines the fundamental principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding and recognizing employees. Current legal issues are presented and addressed from a practicing manager's perspective. The evolving strategic role of human resource professionals and HR practices are delineated and discussed.

or

SHRM 0430A SHRM Certification*(3 credits)*

The SHRM certification course is designed for professionals currently working in the human resource field. This course prepares practitioners to meet the professional, or senior professional credentialing requirements of SHRM.

and two of the following

LRSP 0330 Management and Organizational Behavior*(3 credits)*

This course emphasizes managing people, resources, relationships, groups, organizations, and change. Topics include principles of management, theories of organizational behavior, culture, motivation, group dynamics and team building, structure and design, change and development.

LRSP 0431 Employment Law*(3 credits)*

Prerequisite: LRSP 0430, SHRM 0430A or permission of Program Director.

This course presents the critical legal issues faced by human resource professionals and practicing managers, particularly in an increasingly litigious environment. Students research legal topics related to human resource functional areas and identify the implications for management and organizational practices.

LRSP 0432 Managing a Diverse Workforce*(3 credits)*

Prerequisite: LRSP 0430 or SHRM 0430A .

This course provides students with an overview of changing workforce demographics. Students examine issues such as race, gender, age, education, nationality, ethnicity, and their implications for organizational performance.

BPST 0304 Professional Ethical and Legal Issues*(3 credits)*

Students will examine, analyze and explore principles of ethics. Topics include ethical and legal dilemmas and the exploration of cultural, linguistic, legal, and philosophical models that provide strategies for application in the global workplace.

LRSP 0471 Special Topics*(3 credits)*

Prerequisite: Topic dependent.

Selected topics will reflect faculty specialization or program needs. The purpose of this course is to provide opportunities for concentrated study or to equip students with specialized knowledge and competencies that will be required of leaders. Topics may include: Managing Knowledge Work and Knowledge Workers, Team Leadership, Women's Leadership, Telecommuting, Compensation Management. May be repeated for credit with a change in topic.

Certificate in Organizational Leadership

The Certificate in Organizational Leadership provides multiple educational opportunities for in-depth study and the acquisition of key competencies required for effective leadership in a variety of organizations. Prerequisite: minimum 12 college credits or permission of the Program Director.

Course Requirements*(total 15 credits)***LRSP 0300A Leadership: Theory and Practice***(3 credits)*

An introduction to historical and contemporary leadership theories, emphasizing current leadership issues and the role of leadership in transforming organizations to meet the needs of the 21st Century. Students will explore their leadership styles and team leadership abilities, managerial decision-making, and change management.

LRSP 0330 Management and Organizational Behavior*(3 credits)*

This course emphasizes managing people, resources, relationships, groups, organizations, and change. Topics include principles of management, theories of organizational behavior, culture, motivation, group dynamics and team building, structure and design, change and development.

BPST 0301 Professional Written Communication*(3 credits)*

Prerequisite: English Composition 101 or equivalent. Students use text analysis to enhance skills in close reading and understanding of a variety of texts, including literature of the workplace, technical writing, manuscripts and drafts. By analyzing typical examples of writing in the workplace, students develop skills in understanding, editing, revising and creating appropriate written material in the work setting. Goals achieved are good writing habits creating a clear style, effectively communicating in written forms, building and substantiating arguments, and facilitating and improving understanding and communication of written materials.

and two of the following

LRSP 0310 Leadership, Intuition and Creativity*(3 credits)*

Utilizing tools drawn from the arts, sciences, and social sciences, this course explores the methods and practices used by innovative and creative individuals to solve complex managerial and organizational problems.

LRSP 0341 Managerial Accounting*(3 credits)*

This course focuses on the collection, analysis, interpretation and application of accounting data used by managers to plan and control organizational operations. Topics include cost-volume-profit relationships, activity-based costing, operational and capital budgeting, financial statement analysis.

LRSP 0430 Human Resource Management

(3 credits)

Prerequisite: LRSP 0300 or 0330.

This course examines the fundamental principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding and recognizing employees. Current legal issues are presented and addressed from a practicing manager's perspective. The evolving strategic role of human resource professionals and HR practices are delineated and discussed.

LRSP 0432 Managing a Diverse Workforce

(3 credits)

Prerequisite: LRSP 0430.

This course provides students with an overview of changing workforce demographics. Students examine issues such as race, gender, age, education, nationality, ethnicity, and their implications for organizational performance.

LRSP 0450 Project Management

(3 credits)

Prerequisite: LRSP 0320.

This course provides an overview of project management, principles, methods, tools and techniques available to assist managers in planning, implementing and controlling projects. Practical projects and the implications for managers are addressed.

BPST 0304 Professional Ethical and Legal Issues

(3 credits)

Students will examine, analyze and explore principles of ethics. Topics include ethical and legal dilemmas and the exploration of cultural, linguistic, legal, and philosophical models that provide strategies for application in the global workplace.

LRSP 0471 Special Topics

(3 credits)

Prerequisite: Topic dependent.

Selected topics will reflect faculty specialization or program needs. The purpose of this course is to provide opportunities for concentrated study or to equip students with specialized knowledge and competencies that will be required of leaders. Topics may include Managing Knowledge Work and Knowledge Workers, Team Leadership, Women's Leadership, Telecommuting, Compensation Management. May be repeated for credit with a change in topic.

Society for Human Resource Management Certification

MWC's James Monroe Center is proud to be one of the selected Society for Human Resource Management's (SHRM) College and University Partners authorized to offer the SHRM HR Certification Course. This three-credit, thirty-five hour course is taught by certified and experienced HR professionals so participants acquire the most up-to-date knowledge and the lessons of experience, and it is designed for individuals:

Seeking an overview of the field and continued professional development

Preparing to take the national Human Resource Certification Institute (HRCI) certification exam to meet the Professional or Senior Professional credentialing requirements

Topics include management practices; general employment practices; staffing; human resource development; compensation and benefits; employee and labor relations; and, health, safety, and security. As a professional development tool this course will increase participants' knowledge of the most current HR practices and enhance the probability of passing the HRCI Certification Exam.

The SHRM Human Resource Certification Course (SHRM 0430A) is conducted in the fall and spring of every year. For specific dates and times, please see the MWC Schedule of Courses. If you plan to sit for the HRCI Certification Exam, you must confirm your eligibility, register, and pay in advance. Call HRCI at 703/548-3440 or visit SHRM's website at www.shrm.org/hrci.

Microsoft Certified Systems Engineer Program

Through a partnership agreement with Orange Technologies of Gaithersburg, Maryland, the James Monroe Center is now a Microsoft Authorized Certified Technical Education Center (CTEC). Students enrolled in the program will receive instruction from Microsoft Certified Trainers (MCT) and follow the approved Microsoft Official Curriculum (MOC) and software to gain a thorough understanding of networks, particularly those that run with Microsoft Windows NT 4.0 and Windows 2000. For specific information about Windows 2000 requirements, go to: www.jmc.mwc.edu.

Microsoft Certified Systems Engineer (MCSE)

Windows NT 4.0

Requirements

101 Essentials of Microsoft Networking
803 Administering MS Windows NT 4.0
AND

922 Supporting Windows NT 4.0 Core Technologies
689 Supporting Microsoft Windows NT 4.0
Server 4.0 Enterprise Technologies

Electives

688 Internetworking MS TCP/IP Using Windows NT 4.0

732 Supporting Microsoft Systems Management Server 1.2

936 Creating and Configuring a Web Server Using MS Internet Server 4.0

MCSE Certification Requirements: Pass four (4) operating system exams and two (2) elective exams.

Microsoft Certified Professional (MCP)

Windows NT 4.0

Requirements

PREREQUISITE: Basic knowledge of personal computers and DOS

803 Administering MS Windows NT 4.0

AND

922 Supporting Windows NT 4.0 Core Technologies
OR

689 Supporting Microsoft Windows NT 4.0 Server
4.0 Enterprise Technologies

Electives

Any exam from MS Certified Systems Engineer or Solution Development Electives

MCP Certification Requirements:

Pass one (1) desktop operating system exam from the REQUIREMENTS section. Elective exams are optional.

Graduate Certificate in Information Security

The Graduate Certificate in Information Security (15 semester credits) is available to those whose position requires the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program.

The certificate courses are taught 100% on-line in conjunction with the System Administration and Network Security (SANS) Institute. For current courses and tuition, see the *MWC Schedule of Courses*.

To be considered for the certificate, the applicant must:

Submit a completed *Application to the Master of Business Administration Degree Program*

Submit the nonrefundable application fee

Submit a copy of transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university

Complete the following courses:

MBUS 511 Information Security: Level I (3 credits)

MBUS 540 TCP and Firewalls (3 credits)

MBUS 541 Intrusion Detection (2 credits)

MBUS 542 Virtual Private Networks and Remote Access (2 credits)

MBUS 543 Incident Handling and Malicious Code (2 credits)

MBUS 544 NT Security (3 credits)

Course Descriptions

MBUS 511 Information Security: Level I

(3 credits)

Prerequisite: MBUS 507 Information Security Essentials. This course offers a strong foundation for all areas of system and network security. It covers the following topics:

Information Assurance Foundations

IP Concepts

IP Behavior

Internet Threat

Computer Security Policies: The Good, The Bad and The Ugly

Antiviral Tools on Desktops

Host Based Perimeter Protection

NT Password Management

Unix Password Management

Introduction To PGP

Introduction To Cryptography 1

Introduction To Cryptography 2

Windows NT System Administration

Unix System Administration

Backups For Windows NT

Backups For Unix

Basic Windows NT Security/Auditing

Basic Linux Security/Auditing

MBUS 540 TCP and Firewalls

(3 credits)

Prerequisite: MBUS 507 Information Security Essentials.

Exploit software used to attack systems often leaves a characteristic signature caused by the process of crafting the packet that allows analysts to find these attacks. Students that successfully complete this course will be equipped to apply the intrusion detection techniques they learn to prevent these types of attacks. Throughout the class, techniques are demonstrated using software tools and key concepts are illustrated with network trace dumps. This course includes a study of firewalls. Students will learn how to determine if a firewall is needed at a site, assess the firewall, analyze and correct configuration errors, and evaluate the firewall for extranet use.

MBUS 541 Intrusion Detection

(3 credits)

Prerequisite: MBUS 507 Information Security Essentials. This course teaches how to build comprehensive Intrusion Detection systems and how to protect your organization from common network attacks. Real attack signatures are presented along with working tools. Demonstrations of how to configure and use intrusion detection software show how to get the maximum benefit out of it. This course gives the student a foundation and the knowledge to use specific intrusion detection software and demonstrates some of the significant challenges in intrusion detection:

Collecting the right type and amount of data from the network

Finding the anomalous traffic among the noise of normal traffic

Making sense of the anomalous traffic

Synthesizing what is found to discover trends and new exploits

MBUS 543 Incident Handling and Malicious Code

(3 credits)

Prerequisite: MBUS 507 Information Security Essentials. The Incident Handling part of the course is designed to provide a complete introduction using six steps (preparation, identification, containment, eradication, recovery

and follow up) one needs to take in the event of a computer incident. Incident Handling is intended for both system administrators and managers, because these two groups need to work smoothly together in crisis situations.

The Malicious Code component of the course covers the latest and most commonly used hacker tools and techniques for penetrating computer systems. The focus of the discussion will be on systems running TCP/IP protocols on the Internet, intranets, and extranets. Numerous types of attacks will be covered, including web server and electronic commerce exploits, new Trojan Horse components, the latest denial of service attacks, etc. In addition to a detailed discussion of each attack, the course will cover a variety of defensive techniques for each exploit. Many of the tools and techniques will be demonstrated.

MBUS 544 Windows Security

(3 credits)

Prerequisite: MBUS 507 Information Security Essentials. Many security-related issues for Windows NT require more than a basic understanding of Windows NT security exposures and potential control measures. The course covers these issues, including some undocumented features of Windows 2000 that affect security as well as advanced security control techniques. In the lab, students have an opportunity to apply the material learned in class.

MBUS 545 Unix Security

(3 credits)

This course begins with a high-level introduction to the UNIX boot process and review of the major UNIX subsystems and continues with a review of the most commonly used commands for navigating and auditing under UNIX. It also includes a review of the most common UNIX services. This is followed by an overview of the most common issues and vulnerabilities facing UNIX security professionals-bothy historically and presently. In addition to analyzing each vulnerability and the associated risks, the course makes recommendations on removing or at least living with (or without) the given services. The course also covers the non-technical side of the security equation and gives suggestions on how to deal with difficult challenges from the user and management community. Security tools, both public domain and commercial, are introduced and discussed. Demonstrations of some of the tools are included. Students will learn how to run UNIX applications securely. Some of the applications discussed include FTP, TCP Wrappers, Web Servers, BIND and Sendmail. Securing typical workstation and server installations is covered in addition to packet firewalling with ipchains.

Academic Resources

Office of Admissions

The James Monroe Center Office of Admissions provides information to prospective students. General admissions counseling is provided for the Bachelor of Liberal Studies, Bachelor of Professional Studies, post-

baccalaureate Initial Teacher Licensure, Master of Arts in Liberal Studies, Master of Education, and Master of Business Administration candidates. Prospective students should contact the Office of Admissions to attend information sessions, schedule individual interviews, or to request JMC admissions materials.

The Admissions Office reviews all applications, makes admissions decisions, and notifies all applicants either when a decision has been made or of their status. Students seeking re-admission to a JMC degree program after an absence of five or more years must apply through the Office of Admissions.

Office of Advising Services

The Office of Advising Services provides the services necessary for planned enrollment in and completion of JMC degree and certificate programs. Services include:

- Pre-matriculation advising in preparation for enrollment in specific courses and programs.
- Review of previous higher education experience in relation to transfer credit.
- Review and approval of course selections and registration.
- Academic advising during the course of enrollment.
- Specialized advising for students in academic jeopardy.
- Employment/career advising in preparation for continued or new employment after program completion.

The Office of Advising Services also serves as a clearinghouse and professional staff are available to provide advising services to students on a scheduled or walk-in basis. Additional services include tutoring programs, financial aid referrals, disability service referrals, and academic skills workshops.

The JMC Board on Academic Standing

The JMC Board on Academic Standing is a body that reviews academic actions regarding qualification of continued enrollment based on academic rules, policies, and regulations. This body consists of one member of the Academic Council, three full-time teaching faculty members, one member of the Academic Support Division, and a academic counselor from the JMC Office of Advising Services.

Computer Labs

The James Monroe Center has three instructional computer labs. These labs can be used for formal instruction or used by students during non-class hours. The computer labs are equipped with networked computers

using both the Windows 95 and Windows NT operating systems. Each computer lab also has an instructor workstation that is connected to a ceiling mounted projector. The computers have office automation and programming software applications installed; additional proprietary software can be installed as needed.

Instructional Development Lab

The Instructional Development Lab at the James Monroe Center is located in Room 110. The purpose of the Lab is to provide faculty and staff with the hardware and software tools needed to produce high quality multimedia presentations for classroom and web delivery. The workstations have the capability of accepting and creating a variety of media ranging from standard disk technology to CD-ROM production. The hardware available includes flatbed scanners, negative/slide scanners, video capture equipment, and a CD-ROM recorder. The software installed on the workstations allows for editing of graphic images, video production, creating electronic documents (both word processing and PDF), and most other common applications.

The Library

The James Monroe Center Library, located on the second floor of the Center, promotes a library user instruction program designed to instill information literacy, lifelong learning, and critical thinking skills in the student community. It does this by providing reference services in person and using interactive technologies, course-related library instruction, web-based tutorials, and virtual tours. The Library's collection consists of a non-circulating reference collection, journals in many formats, and a reserve desk. Students and faculty have full access to the print and electronic collections that exist at the Simpson Library on the main campus of Mary Washington College. The Library's catalog, VIRTUA, is available on the World Wide Web. (See the Simpson home page at www.library.mwc.edu for detailed descriptions of services offered and current policies.) Equipped with computers linked to Mary Washington College's network, the JMC Library provides access to the full array of web-based resources made available by the Virtual Library of Virginia (VIVA). These databases are proprietary, available only to paid subscribers or qualified users of the services. All of these resources are available from the Simpson Library home page at www.library.mwc.edu. JMC students can access these databases from any computer in the Center, the Mary Washington College campus, or from home with a password. The JMC Library also supports an extensive interlibrary loan service.

Video Teleconferencing Labs

The James Monroe Center has two state of the art video teleconferencing theaters. Currently, teleconferencing is limited to within NET.WORK.VIRGINIA that connects approximately 500 teleconferencing sites across the Commonwealth. The potential exists to provide teleconferencing capability well beyond the boundaries of

NET.WORK.VIRGINIA and potentially around the world. Both teleconference theaters have a networked computer and can project videotape, opaque images, translucent slides, and live video. Each theater also has the capability to send and receive faxes and scan documents for electronic transmission.

Office of Disability Services

A person with a disability is "anyone with a physical or mental impairment that substantially limits one or more of their major life activities as walking, seeing, hearing, speaking, working, or learning." A student with a disability is eligible for reasonable accommodations, as defined by law, in order to receive equal access to the Center's programs and services. Because each student requires a unique approach to achieve equal access, accommodations may include, but are not limited to, special academic support services, reduced courseloads, alternative forms of testing, extended test time, notetaker assistance, enlarged print materials, sign language interpreters, and/or alternative methods for satisfying degree requirements directly affected by the disability.

A student with a disability who wishes accommodations must request accommodations by submitting a request to the Office of Disability Services. The Director of Disability Services verifies the disability, advises and assists in arranging reasonable accommodations, and acts as a liaison between students and faculty/administration on issues relating to services or accommodations.

A request for alternative degree requirements will be considered only when other forms of accommodations are not sufficient to meet the student's special learning needs. In such cases, the Director of Disability Services will verify the diagnosis of the disability, provide appropriate academic counseling for the student, and assist the student in formulating a proposal for an alternative requirement. The academic division must approve proposed alternative degree requirements on a case-by-case basis.

National Testing Services

The James Monroe Center serves as a site for Educational Testing Services' National Examination Program. On scheduled Saturdays throughout the year, the Graduate Record Exam, PRAXIS Series, ACT, and Law School Admissions Test are given at JMC and on the MWC campus.

CLEP (College Level Examination Program) tests are scheduled individually at the Center. Students interested in CLEP testing should contact the Center to schedule a test with the site coordinator.

Students interested in registering for any exam other than CLEP may consult the ETS website (www.ets.org) or contact JMC (540/286-8000) for a descriptive bulletin containing the registration form for each exam.

The GMAT (Graduate Management Admissions Test) is only offered at computer-based testing (CBT) centers. This exam, a requirement of JMC's MBA program, is scheduled individually through various CBT centers

throughout the country. Students interested in taking the GMAT should consult the GMAT Bulletin or go to: www.gmat.org.

Brokered Programs & Distance Education

Brokered Programs: In-Class Instruction

Virginia Commonwealth University's Master of Education is taught at Mary Washington College by VCU professors during evening hours. Currently there are two concentrations available through this program:

Counselor Education

Designed to prepare counselors for elementary, middle, and high schools in

Virginia and the nation. The program leads to licensure as a school counselor.

School Administration

Designed to prepare individuals for leadership roles ultimately leading to top level administrative positions, such as principal or vice-principal.

Virginia Tech's Master of Public Administration program is designed for those students who want professional development through an academic degree in a classroom atmosphere that is serious, interesting, demanding and broadening. MPA classes are conveniently held at the James Monroe Center in the evening.

For additional information about VCU's Master of Education Program or Virginia Tech's Master of Public Administration Program, go to www.jmc.mwc.edu.

Distance Education in Engineering

Through interactive technology—Network Virginia—distance education students at the James Monroe Center are able to communicate with their instructors as well as with students in classrooms at other sites.

The Fredericksburg site of the Commonwealth Graduate Engineering Program, coordinated by the James Monroe Center, is part of an academic network of graduate degree programs provided through Virginia Tech, the University of Virginia and Old Dominion University. The CGEP allows students to earn a Master's degree in one of 12 engineering disciplines.

For additional information about the Commonwealth Graduate Engineering Program, go to www.jmc.mwc.edu.

Tuition & Fees

For information on tuition and fees, students should consult the most recent version of the *MWC Schedule of Courses*.

Payment

Payment of tuition and fees is due with the Course Registration form at the time of registration. All checks and money orders should be made payable to Mary Washington College. Students whose tuition and fees are being paid in full or in part by an employer must include a completed and signed billing authorization with the Course Registration form. Students must also include a check or money order for any amount of tuition and fees that will not be paid by the employer.

Contact the Student Accounts Office (540/654-1250) for information concerning deferred payment plans.

Refund Schedule

JMC degree, non-degree, and certificate students are entitled to refunds based on the schedule published in the *MWC Schedule of Courses*.

In-State Tuition Eligibility

The Code of Virginia, Section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and non-military spouses who are employed full-time. Detailed questions about domiciliary status are part of each application for admission.

Questions about residency status should be directed to the Office of Student Accounts, 540/654-1250.

Rules & Regulations

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The JMC Rules and Regulations are listed alphabetically within each of the above categories. Additionally, a categorical index appears at the end of this section.

Each of the Rules and Regulations' degree program applicability has been annotated as follows:

UG: the section pertains only to *undergraduate* programs and/or students

G: the section pertains only to *graduate* programs and/or students

UG & G: the section pertains to both *undergraduate and graduate* programs and/or students

Degree Programs

Admission

UG & G

Current admission requirements and standards for all degree programs are published in the MWC Admissions Catalog. Degree students are classified as individuals who have been officially accepted into a degree program. The admissions process requires official transcripts from all previously attended institutions, including high school. Students are responsible for becoming familiar with and fulfilling the requirements for their degree or certificate program.

Application

UG & G

To become an official candidate for a degree, students must complete the appropriate application form which must be submitted one year prior to graduation. No student is considered a degree candidate until the appropriate application has been officially filed. Students planning international study the semester immediately preceding intended graduation must submit the application at least one year in advance.

CLEP (College Level Examination Program)

UG

The CLEP program is administered by the College Board and individual exams are available throughout the year. There are two types of CLEP exams: the five general exams—English composition, humanities, mathematics, natural sciences, and social sciences/history—and more than forty subject-specific exams. The tests are given throughout the year at the James Monroe Center for Graduate and Professional Studies. Credit is awarded for the general examinations and appropriate subject examinations when the scores earned are in the 50th percentile or higher, i.e., the total score must be 50 or higher.

Commencement

UG & G

Degrees are conferred and diplomas awarded during commencement at the conclusion of the spring semester. Students who complete degree requirements during the summer or fall semesters receive a letter stating that the degree requirements have been completed and that the degree will be conferred at the following commencement. All official degree candidates are expected to attend Commencement exercises. If attendance is not possible, a degree candidate must request, in writing, permission from the Vice President of Academic Affairs to graduate in absentia. This request should include the reason for absence and provide an address for the mailing of the diploma. The request must be presented to the Vice President of Academic Affairs at least two weeks before Commencement.

Participation in Commencement exercises is limited to those official degree candidates who have completed all degree requirements. All final grades for all courses (Mary Washington College and transfer) must be on record and the record approved for graduation by an official of the College before a student will be permitted to participate in the graduation ceremony.

Advance Registration

UG & G

Students currently enrolled as degree-seeking and in good standing may continue their enrollment for the subsequent semester by pre-registering during Advance Registration as scheduled by the Registrar.

Continuance after

Interrupted Enrollment

UG

Students who interrupt their enrollment for five years or more must re-apply for admission through the Office of Admissions. Students who do not have an approved Curriculum Plan must comply with any changes in degree requirements and academic regulations enacted during their absence.

Students who are on approved leave for five years and have an approved Curriculum Plan will be allowed to re-enroll and continue with degree requirements in effect prior to their approved absence, provided the College continues to offer the previously approved programs and courses. If the previously approved curriculum plan programs and/or courses are no longer available, the appropriate academic department will identify and provide reasonable substitutions.

Continuance while

on Academic Probation

UG

Students placed or continued on academic probation may continue their enrollment at Mary Washington College for twelve semester credits following this action. After completing these twelve semester credits, students' academic status will be reviewed and appropriate academic action will be taken.

Continuance after Suspension

UG

Academically suspended first-time students who wish to continue must petition the James Monroe Center Board on Academic Standing for permission to re-enroll for a specific semester. If the petition is approved, the Board will extend a readmission contract to the student. After formally accepting the contract, the student is eligible to continue as specified. (See Probation/Suspension).

Continuance after

Leave of Absence

UG & G

Students on approved Leave of Absence may continue their Mary Washington College enrollment in the semester immediately following the approved Leave of Absence (without altering their degree requirements) by pre-registering for classes during Advance Registration. (See Leave of Absence).

Continuance after

Withdrawal During the Semester

UG

At the time of withdrawal, students who have a cumulative MWC grade point average of at least 2.0 can file a Leave of Absence, and if filed, students are assured continuance at MWC. If a Leave of Absence is not filed, students will still be eligible for continuance by request-

ing Advance Registration for the subsequent semester. However, if students do not enroll during the subsequent semester, they must comply with academic changes made during their absence unless they have an approved Curriculum Plan on file in the JMC Office of Advising Services.

Students with a cumulative grade point average of less than 2.0 (based only on MWC coursework) who withdraw during the semester are not assured of continuance at MWC. They must petition the James Monroe Center Board on Academic Standing for permission to re-enroll. (See Readmission in this section).

Continuance after Dropping Out or not Returning for One or More Semesters ug

Students whose cumulative grade point average is at least 2.0 (based only on MWC coursework) are eligible to apply for continuance by submitting a pre-registration request during Advance Registration. However, students who are not on Leave of Absence and who are out for one or more semesters must comply with any academic changes in degree requirements made during their absence unless they have an approved Curriculum Plan on file in the JMC Office of Advising Services.

Students with a cumulative grade point average of less than 2.0 (based only on MWC coursework) who withdraw during the semester are not assured of continuance at MWC. They must petition the James Monroe Center Board on Academic Standing for permission to re-enroll. (See Readmission in this section).

Credit by Examination ug

Enrolled, degree-seeking students may request a special examination from any department on any course for which an examination is appropriate. If a student passes the examination, the course and grade of CR will be recorded on the student's permanent academic record to indicate credits earned, but quality points will not be awarded. If the student fails the examination, a grade of CI will be recorded. Should the latter occur, the student must enroll in the course in the next semester it is offered. The student's earned grade, with the attendant quality points will replace the grade of CI. Should the student not enroll, the CI will be converted to the grade of F. See the current *Mary Washington College Catalogue* for credit-by-examination fees.

Credits earned through credit-by-examination may apply to major program, general education, or elective requirements. Credit-by-examination is not available for seminar, individual study, studio, or laboratory courses. Students may not use credit-by-examination for any course the student is or has been enrolled. Credit-by-examination is only available for courses listed in the current *Mary Washington College Catalogue*.

Credit for Life/Work Experience (see Portfolio in this section.)

ug

Degree Requirements

Students are subject to degree requirements in effect at the time of acceptance into the program. To graduate, students must satisfy all stated curriculum requirements. Additionally, students must 1) submit a Curriculum Plan for approval upon earning 70 semester credits; and 2) file a degree application with the Office of the Registrar a year prior to graduation. Students who interrupt the pursuit of their degree without an approved Leave of Absence and/or Curriculum Plan, including suspension, for five years or more must complete the requirements in effect at the time of re-enrollment.

Home Campus

The home campus is defined as the campus through which a student registers for programs or courses and receives advising support. The James Monroe Center programs include the College's programs designed specifically for adult students as described in this catalog.

Leave of Absence

ug & g

Degree students who cannot continue their program of study but wish to return after a given period of time away must request an official Leave of Absence.

ug

Degree students who do not request such a leave, who do not have an approved curriculum plan, and who fail to register for ten contiguous semesters (excluding summers), will be subject to review by the James Monroe Center Board on Academic Standing and are subject to the catalog requirements at the time of readmission.

ug & g

Degree students who leave the institution with an approved Leave of Absence may return and continue their degree program as specified in the catalog in effect at the time of their initial admission to the program. Degree students who will not attend classes at MWC, and for a specific period of time will attend courses at another institution, must also request a Leave of Absence.

Portfolio (Credit for Life/Work Experience)

ug

The portfolio system awards credit where it is due for college-level learning acquired through non-academic experiences. It is a way of recognizing experiential learning which is genuinely equivalent to traditional classroom experience. Learning documented in a portfolio must be equivalent in scope and complexity to courses in class-based learning. Portfolio credit must be measurable or verifiable by a formal assessor of the institution from which academic credit is sought.

Fifteen semester credits is the usual maximum awarded for a portfolio. In some truly exceptional cases the award can be as high as 30 semester credits.

To ensure proper format of portfolios presented for

academic credit, a portfolio development course must be completed (BLST 0101 or PORT 0101). All portfolio credit is considered transfer credit, as the experience was gained prior to admission or outside of the college. Students should review portfolio information sheets for each program. Students must submit their portfolios prior to accumulating 90 semester credits of transfer work. Transfer credits (including a combination of credits from other accredited institutions, portfolio, military, CLEP and ACE) may not exceed 90 semester credits. Portfolios must be submitted within 12 months of completion of the portfolio course, but may not be submitted during the student's final semester.

Readmission

UG

Any Mary Washington College degree-seeking student in good academic standing who enrolls each semester, without interruption, is considered a continuing student. The student maintains this status by completing Advance Registration each semester through the Office of the Registrar.

Students who do not remain continuously enrolled are subject to the College's readmission policies. Students who fall into any of the following categories are subject to specific readmission procedures and must request readmission in writing from the James Monroe Center Board on Academic Standing. The Board considers appeals by students concerning the duration of academic suspension and has the authority to establish and enforce readmission contracts.

1. Students with a Mary Washington College cumulative grade point average below 2.0 who voluntarily withdrew from the College during the previous semester
2. Students on academic probation who voluntarily withdrew from the College during any previous semester
3. Students on academic suspension
4. Students who have previously been required to serve a period of suspension and never returned to the College
5. Students with a Mary Washington College cumulative grade point average below 2.0 who voluntarily interrupted their enrollment for one or more semesters
6. Students previously on official Leave of Absence who have not enrolled during the semester immediately following the conclusion of the approved leave period.

Resident Credit

UG & G

Resident credit is Mary Washington College coursework that is used toward a MWC degree. Resident credit can be awarded through traditional courses, internships, and independent study. Consult individual degree program descriptions to determine resident credit requirements.

Transfer Credit before Matriculation

UG & G

Transfer credit will be awarded only for previously completed graded course work taken at an accredited college or university. It must represent college level course work relevant to the degree, with content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in JMC degree programs. In assessing this equivalency, JMC will use a combination of recognized guides, internal policies and faculty expertise to assist in the evaluation of previously completed course work.

Transfer Credit after Matriculation

UG & G

Students admitted to degree programs at MWC may use courses taken at other colleges and universities to meet MWC degree requirements by obtaining prior approval from the Director of Academic Advising Services. All courses must be approved in advance for transfer credit. Courses to be counted in the major program must also be approved by the student's major advisor, who helps the student select coursework related to major requirements at MWC. Pre-approved transfer credit will be applied to an MWC degree only if an official transcript of that coursework is received by the Office of the Registrar by the College's final deadline.

Virginia Community

College System Articulation

UG

Transfer students who have earned a VCCS Associate of Arts (AA), Associate of Science (AS), or Associate of Arts and Science (AA&S) prior to matriculation at Mary Washington College have fulfilled lower-division general education requirements, and will be granted junior standing (defined as 60 semester credits toward a baccalaureate degree). Students who have earned a general studies or associate's degree or an applied associate's degree, or students who have earned 60 semester credits but have not earned the associate's degree, must meet specific general education requirements in English competence, humanities, social science, natural sciences and math, and communications arts, as specified in the JMC Academic Catalog.

Certificate and Non-Degree Programs

Certificate Programs

Certificate programs focus on specific areas of knowledge and/or skill and contain a specified number of courses and semester credits to meet the occupational, professional, or personal improvement needs of well-defined audiences. Completion of such programs demonstrates that individuals have acquired competency in concentrated areas of study.

Certificate Requirements

Students are responsible for becoming familiar with and fulfilling the requirements for their certificate program. Students are subject to certificate requirements in effect at the time of acceptance into the program. To receive a certificate, students must satisfy all stated curriculum requirements.

Non-Degree Status

Students who enroll in courses but have not been accepted into any degree-granting program or certificate program are defined as non-degree seeking students. The same academic rules, regulations, and procedures govern non-degree students. No more than 30 non-degree MWC semester credits will apply to degree status should the student seek admission into a degree program.

Registration

Add, Course

UG & G

Students may add courses during the official add period after the initial registration.

Audit

UG & G

Students may attend a course but receive no academic credit by completing the audit registration process and paying the appropriate fees. Auditing of courses is permitted in non-restricted courses on a space available basis. Audit registration procedures, dates and costs are published in the *MWC Schedule of Courses*.

Corequisite

UG & G

Corequisite courses are two or more courses that must be completed concurrently.

Directed Study

UG & G

Degree or certificate students may undertake a Directed Study to investigate a topic that is not covered by course offering for academic credit. Permission for a Directed Study may be granted if there is an appropriate faculty member available to guide the students' work. Permission for a Directed Study project is granted by the Program Director of each area of study. Students register for Directed Study projects with the Office of the Registrar or at the JMC Office of Advising Services by completing a Directed Study form signed by the supervising faculty and the Program Director. Non-degree students may not enroll in Directed Study.

Drop, Course

UG & G

Students may drop courses before classes begin without financial or academic penalty. However, once classes begin, students may drop a course up to the time when one-third of the course has passed, and students are financially obligated for courses dropped during the first one-third of the course based on the refund schedules published in the *MWC Schedule of Courses*. Non-attendance in a course does not constitute a course drop; a course drop is only official if the student has completed the course drop process through the

Office of the Registrar.

Courses cannot be dropped after the published deadlines. Courses that are taught in short time frames or that have either beginning or ending dates which are different from the beginning or ending dates of the regular full academic semester will have published drop/withdrawal guidelines specific to the dates of the course.

Students who drop all registered courses must withdraw from the college (See Voluntary Withdrawal).

Internship

UG

Mary Washington College offers students academic internships, allowing qualified individuals opportunities to work in positions where they may apply and expand their knowledge under expert guidance. Academic departments supervise the interns and award academic credit (typically three credits) for the experience. No more than six internship credits may count toward the minimum number of credits required in a major. Only degree-seeking students who have completed at least 12 Mary Washington College credits with an overall 2.0 GPA are eligible to participate in the internship program. Prior to beginning an internship, a student must contact the sponsoring department and the Office of Career Services for approval procedures.

Students who wish to do an internship at an agency where they already have completed an internship, or at an agency where they have been employed or volunteered, or in an administrative office on campus, must seek approval from the Director of Career Services. Instructions for these special approval internships are available in the Office of Career Services.

NOTE: Bachelor of Professional Studies Internships will be available Fall 2001.

Load, Course

UG & G

Student load definitions as determined by the Veterans Administration and the U. S.

Department of Education are:

Undergraduate

full time	12 or more credits
part time	less than 12 credits
3/4 time	9 credits
1/2 time	6 credits

Graduate

full time	9 or more credits
part time	less than 9 credits
3/4 time	6 credits
more than 1/4	

less than 1/2 3 credits

Numbering, Course

UG & G

Courses are identified by a four letter discipline code plus a three digit number delineating the course level. Courses numbered below the 100 level generally do not carry credit that may be applied to a degree. Lower level undergraduate courses are numbered in the 100's and 200's and are typically introductory courses requiring little or no prior study in the field. Upper level undergraduate

courses are numbered in 300's and 400's and require some previous course work in the field or a level of competence in the subject. Courses offered at the 500 level are advanced undergraduate or graduate level courses. Courses that are numbered in the 800's and 900's are non-degree professional development courses either at the pre-or post-baccalaureate level. These courses cannot be used toward the completion of any of the James Monroe Center degree programs.

Overload

UG

Degree seeking and certificate program students may not be enrolled in more than 18 credit hours for any single semester without receiving permission. Non-degree students may not register for more than 11 credits in any single semester without permission. Permission for overloads must be obtained from the Director of Academic Advising Services.

Prerequisite

UG & G

A course that requires a course or courses to be completed before enrollment has prerequisite(s). The required preceding course(s) are the prerequisite courses. Prerequisite courses must be taken in the appropriate sequence to count toward graduation. No student may enroll in a course with required prerequisites unless the prerequisite courses have been successfully completed, or waved by the Program Director or Department Chair. The appropriate Program Director will resolve prerequisite rule violations.

Repeating

UG & G

Students may repeat a course to improve a grade of C- or lower with permission of the Director of Academic Advising Services. Although both the initial grade and the new grade will appear on the permanent record, students will not be charged with additional credits attempted, but will receive any additional quality points earned over and above those already recorded. Therefore, the GPA can be improved since the new grade will count in the computation.

Students may not repeat a course which is prerequisite or introductory to a previously completed course. A repeated course must always be taken for graded credit and not on a pass/fail basis.

UG

Only courses repeated at Mary Washington College can improve students' GPA. Courses taken and passed with grades of C or better at other institutions to make up credits for a failed JMC course will be recorded as transfer credit, but the permanent academic record will still include the quality points from the failed course. Such courses must receive pre-approval from the JMC Office of Advising Services.

Restricting Courses Repeated During the Same Semester

UG & G

Students who earned a grade of C- or below in a course may not repeat that course within the same semester.

Schedule, Course Offering

UG & G

The Office of the Registrar maintains the official listing of courses offered each semester. All JMC courses adhere to Southern Association of Schools and College' accreditation guidelines and provide contact hours commensurate with the semester credits earned.

Section Change

UG & G

Students may officially change sections of a course during the add period by dropping one section and adding the new section of the course in accordance with Office of the Registrar procedures. Attending the new section and not attending the old section does not constitute a change of section. Section changes are official only if the student has completed the course change process. The official last day to change sections is published in the *MWC Schedule of Courses*.

Semester Credit

UG & G

A semester credit is the College's recognized unit of instructional contact between faculty and students. A three credit course meets for thirty-five (35) contact (or clock) hours.

Withdrawal, Administrative

UG & G

The administrative withdrawal of a student from a given semester is an action required as a result of either a disciplinary or Honor violation and is not a voluntary action taken by the student. Such withdrawals are noted on the student's permanent record including whether the student is eligible to return to study.

Withdrawal, Individual Course

UG & G

Students may withdraw from a course after the first third of course instruction has passed until the mid-point of the course. However, no financial refund will be granted and a grade of W will be recorded on the permanent record. Students are required to obtain approval from the Assistant Registrar for Degree Audit. Students may not withdraw from courses after the deadlines published in the *MWC Schedule of Courses*.

Withdrawal, Voluntary

UG & G

Regardless of the date, students who wish to drop all of their courses are voluntarily withdrawing from study for that semester. Such withdrawals must be completed by the last day of class for the session or semester. If students have received grades in a completed session of the semester, they may not withdraw. In this case students

may drop courses registered for in the upcoming or current session; however, grades received for courses in completed sessions will be recorded as part of the student's permanent academic record for the semester.

UG

Students must complete a withdrawal form and obtain the required approvals. Students must pay any outstanding financial obligations before the withdrawal can be completed. Degree students who withdraw may return to study in subsequent semesters within 5 years if their cumulative grade point average is 2.0 or better (See Readmission). Any refunds due at the time of withdrawal are based on the refund schedule for the semester published in the *MWC Schedule of Courses*. Such withdrawals are noted on the student's permanent record.

Student Records

Confidentiality of Student Records **UG & G**

All student information records maintained by the academic and administrative offices of the James Monroe Center are confidential. Only such information that is necessary to maintain appropriate business and academic procedures is maintained in the official student record. Mary Washington College and JMC officials may access student records for the purpose of conducting student business.

Directory Information

UG & G

The Mary Washington College Directory provides information about individual students which may be released to any individual inquiring about students. The following information is available as directory information about students attending JMC:

full name	field of study
address	dates of attendance
telephone number	degrees and awards granted by the institution

All other academic information is considered confidential, non-directory information unless students authorize the Office of the Registrar, in writing, to release such information.

Students have the right to withhold directory information from any non-college individual while enrolled. Students may withhold such information by submitting a written request to the Office of the Registrar.

A parent, guardian, or spouse may not have access to any non-directory student information unless the student is claimed as a dependent for federal income tax purposes for the year preceding the period of enrollment, or if the student has filed a release in the Office of the Registrar providing access to another individual. Mary Washington College faculty and/or staff may have access to and use of student directory and student academic information for the purpose of conducting official business.

Permanent Record

UG & G

The permanent record consists of the documents that are maintained for each student which must be kept in

perpetuity either in hard copy or electronically. Examples include: admission applications (excluding letters of recommendation), any exception granted by the College, and records of disciplinary action. Students may view their permanent record, in accordance with the Family Education Rights and privacy Act of 1974, by contacting the Office of the Registrar.

Verification of Enrollment

UG & G

Verification of enrollment for a specified time period can be obtained from the Office of the Registrar by submitting a written request authorizing the release of the verification.

Grading

Appeal, Grade

(Academic Dispute)

UG & G

If there is a dispute between a student and an instructor concerning a grading decision, every effort should be made to resolve the matter by them. If the disagreement cannot be resolved, the student may request a review of this decision no later than the end of the subsequent semester, recognizing that the burden of proof is on the student.

In such cases, the following procedure is to be followed:

1. The student will submit a written statement of the dispute with supporting material, to the appropriate Program Director and the faculty member.
2. Within two weeks, the Program Director will review the dispute by consulting with the instructor, student, and other appropriate individuals. If agreement is reached at this level, the process ends.
3. If either party does not accept the recommendation of the Program Director, the Program Director will forward all material including the recommendation to the Dean of Graduate and Professional Studies.
4. The Dean will review the material submitted and will determine whether further consideration of the matter is required. If further consideration is not required, the Dean of Graduate and Professional Studies will render a final decision. If the Dean deems that further consideration is needed, the matter will be referred to the JMC Board on Academic Standing to mediate the dispute. The James Monroe Center Board on Academic Standing shall consist of one member of the Academic Council, three full-time teaching faculty members, one member of the Academic Support Division, and a academic counselor from the JMC Office of Advising Services.

Attendance

UG & G

Class attendance is a primary responsibility of students and regular and punctual class attendance is expected. While an occasional absence may be unavoidable, the student is responsible and accountable for any work missed including tests, quizzes, assignments, material covered, and announcements made in that missed class. It is entirely at the discretion of the faculty whether to allow students who are absent to make up any missed work. Class participation may in itself be a criterion for grading; failure to participate due to being absent can be expected to affect a student's grade in the course.

Grade Change

UG & G

Instructors may submit a grade change: 1) for students who have submitted work completing course requirements; 2) for a miscalculation resulting in an inappropriate grade; or, 3) to correct an error. Instructors may submit changes only during the semester immediately following the semester during which the grade was assigned. Grade changes must be approved by the Dean or Director of Academic Advising Services. Grades will not be changed after a degree has been conferred or a certificate has been awarded.

Grade Type Change

UG & G

Students may change grade type (letter to P/F or vice versa) for a registered course from any time during the time period published in the *MWC Schedule of Courses*. After that time, the registered grade type will be the one used by the faculty to evaluate students' performance in the course.

Pass/Fail grades may not be used to satisfy general education or major/concentration requirements.

Incomplete Grade

UG & G

Incomplete grades are issued on a case-by-case basis when students cannot complete the assigned work and/or final examination for a particular course due to unforeseen personal circumstances (e.g., illness or family catastrophe). A grade of I is issued in lieu of an actual grade for the course. To secure permission for an incomplete grade, the student and faculty file an Incomplete Grade Contract clearly stating the reason for the incomplete, the work to be completed, and the due date. The Incomplete Grade Contract must be approved by the appropriate Program Director and filed in the Office of the Registrar. Students must drop any course for which the incomplete course is a prerequisite. Students have until the end of the following semester to complete the course. A grade of F will automatically be applied to the course after the completion deadline has passed if the faculty member submits no other grade.

Pass/Fail

UG & G

Students may choose to have their academic performance in particular courses evaluated on a pass/fail basis, and most courses in the curriculum may be taken on a pass/fail basis. No more than four such courses may be taken pass/fail; courses taken pass/fail can only be used

for elective credit and such courses cannot be used to fulfill major or general education requirements. Students may enroll in no more than one such course per session.

Reports, Grade

UG & G

Official grade reports are sent to students from the Office of the Registrar at the conclusion of each academic semester.

System, Grading

MWC uses the following grading system to evaluate student academic performance in courses:

grade	quality points	grade	quality points	grade	quality points
A	4.00	A-	3.70		
B+	3.30	B	3.00	B-	2.70
C	2.00	C+	2.30	C-	1.70
D+	1.30	D	1.00	F	0.00

W	Course drop	PA	Pass
G	Delayed grade	I	Incomplete
NG	Audit	NC	No Credit
FA	Failure in a pass/fail course		
TR	Transfer grade		

W, I, NC, PA, FA, TR, G, NG all result in 0.00 quality points

Transcripts

UG & G

The transcript is the official student academic record and is maintained by the Office of the Registrar. Transcripts list: (1) only those courses that students have registered for and completed, including courses from which the student has withdrawn; (2) transferred course work; and, (3) related comments such as honors notations, graduation dates, or probation/suspension notices.

Students may request a transcript of their academic record from the Office of the Registrar which can only be released upon the written, signed authorization of the student. Transcripts may not be released for students who have a financial obligation to the institution. (Facsimile requests can be honored.)

Student Academic Progress

Academic Standing

UG & G

For full-time and part-time students, evaluation of academic standing is based on the total number of credits attempted (including AP credit, IB credit, CLEP credit, portfolio and transfer credits) and the MWC overall cumulative GPA. (Grades of PA, SA, UN, and W are not considered in calculating the Mary Washington College GPA.) In determining academic standing, the number of credits will include all accepted AP, IB, CLEP and transfer credits as well as MWC credits; the GPA, however, will be calculated on MWC credits only.

Alpha Sigma

Lambda Adult Honor Society

UG & G

Alpha Sigma Lambda, an adult honor society, is dedicated to the advancement of scholarship and recognizes high scholastic achievement in adult students' careers. By so doing, this society encourages adults to continue toward and earn associate and baccalaureate degrees. Requirements for the election of students to membership are in accordance with the standards prescribed in the National Constitution of Alpha Sigma Lambda.

1. Candidates must have attended Mary Washington College for a minimum of four semesters.
2. Candidates must have completed a minimum of thirty semester credits in regular credit courses and shall be regularly admitted students who have not been awarded any baccalaureate degree. Thirty college semester credits in regular courses should not include transfer credits.
3. The thirty semester credits shall include at least fifteen semester credits outside the candidate's major field. These fifteen hours should consist of credits in the Liberal Arts/Sciences, and no applied arts or applied science courses can be included.
4. Candidates must rank in the highest ten percent of all those students who satisfy the requirements enumerated in (a), (b), and (c) above; provided, however, that on a 4.0 scale, the minimum grade point index shall not fall below 3.2.

If you meet the above requirements and would like to be considered for membership, request an application by contacting the JMC Office of Advising Services (540/286-8000) to request an application.

Academic Bankruptcy

UG

Academic bankruptcy releases students from prior poor academic performance at Mary Washington College. Students may declare academic bankruptcy at the point of readmission for those courses taken at least seven academic years prior to the time of re-enrollment. Academic bankruptcy must be declared at the time of re-enrollment and can be claimed no more than once in a student's career. With the declaration of academic bankruptcy, course work which is at least seven academic years old will not be counted in the calculation of the GPA.

Classification of Student Level

UG

Undergraduate students are classified by level based on satisfactorily earned semester credits:

Freshman	0 to 29 credits
Sophomore	30 to 59 credits
Junior	60 to 89 credits
Senior	90 or more credits

Students who enter the James Monroe Center as degree seeking students at the master's level or who enter a JMC certificate program which requires an earned bachelor's degree are classified as graduate level students.

Dean's List

UG

Students who earn a semester GPA of 3.50 or higher based on six graded semester credits are placed on the Dean's Honor List for the semester and their permanent record is noted.

Honors, Academic

UG

Honors are awarded at the time of graduation to degree-seeking students who have achieved a level of academic distinction. Students who have earned the following cumulative grade point averages, based on a minimum of 60 credit hours completed at Mary Washington College, qualify for:

Summa Cum Laude.	3.75 or above
Magna Cum Laude.	3.50 to 3.74
Cum Laude	3.25 to 3.49

Students who have earned at least 30 Mary Washington College credit hours qualify for the following cumulative grade point averages.

With Highest Distinction	3.75 or higher
With Distinction	3.30 to 3.74

President's List

UG

Students with a semester GPA of 4.0 are placed on the President's List and their permanent record is noted.

Probation, Suspension and Dismissal

UG

The purpose of probation, suspension and dismissal is to warn students that their academic performance is unsatisfactory, to stimulate them to improve their performance, or to serve notice that the institution will not allow them to continue.

All MWC students are expected to make satisfactory academic progress by maintaining a 2.00 overall cumulative grade point average (GPA), the standard required for graduation. Students who fall below a 2.00 overall cumulative GPA are in academic jeopardy and are subject to the College's probation, suspension, and dismissal policy.

All students who have completed 12 or more MWC graded semester credits will be reviewed at the end of fall and spring semesters. This action is taken regardless of the number of semesters completed and includes BLS, BPS, graded certificate programs and non-degree students registered through the James Monroe Center. (However, students who are enrolled in Certificate programs or are taking classes as non-degree students will not be classified by the above student levels.)

Academic Probation

UG

MWC students placed on probation may continue their enrollment until they complete an additional 12 graded MWC semester credits. Non-degree students who

have been placed on probation must petition the James Monroe Center Board on Academic Standing to return or must petition if they wish to become a degree candidate. Students on probation who achieve an overall cumulative Mary Washington College GPA of 2.00 or higher will be returned to good academic standing. Students previously on probation whose overall cumulative Mary Washington College GPA again falls below a 2.00 will be returned to probation.

As appropriate, a notation of probation status is entered on the student's permanent record. Students placed on academic probation are required to consult with their faculty mentor and a JMC academic counselor.

Suspension/Dismissal

UG

JMC students who do not make satisfactory progress while on probation will be suspended/dismissed. No JMC student can be suspended after only one semester at the College; a period of probation of at least one semester or 12 graded credits will always precede suspension/dismissal action. As appropriate, a notation of the student's suspension/dismissal status is entered on the student's permanent record. A suspended student may not enroll in any classes at Mary Washington College until his/her period of suspension expires. A dismissed student is ineligible to obtain a degree from Mary Washington College or to continue enrollment in courses offered by the College.

Courses taken at other institutions while a JMC student is on suspension (academic, disciplinary, or honor) from MWC are not accepted by MWC for transfer credit and will not fulfill any degree requirement. Prior permission for future transfer work is automatically revoked when a student is suspended/dismissed.

The academic records of all JMC students on probation are subject to review for academic suspension/dismissal at the conclusion of an additional 12 graded credits after the initial action. All JMC students on probation must have met the appropriate minimum overall cumulative Mary Washington College GPA, based upon their total number attempted credits (including AP, IB, portfolio, CIEP and transfer credits as well as all Mary Washington College credits):

Number of Attempted Credits	Minimum Overall Cumulative GPA
12-36	1.25
37-66	1.50
67-96	1.75
97-120	2.00

All JMC students on probation must have 24 earned credits to achieve the requisite minimum overall cumulative GPA per the table above or they will be suspended/dismissed, according to the following regulations:

First Suspension - One semester suspension. Appeals reviewed by the James Monroe Center Board on Academic Standing. The student will be ineligible to attend the subsequent semester, but he/she would be eligible to return for the following semester. (See Reinstatement after Suspension.)

Second Suspension - Two semester suspension.

Appeals reviewed by the James Monroe Center Board on Academic Standing. The student will be ineligible to attend the two subsequent semesters, but he/she would be eligible to return for the following semester (See Reinstatement after Suspension.)

Dismissal - Permanent suspension. No appeal to the James Monroe Center Board on Academic Standing possible. A dismissed student is ineligible to obtain a degree from Mary Washington College or to continue enrollment in courses offered by the College regardless of the degree/certificate/non-degree program until such time as seven full calendar years have elapsed.

Any JMC student placed on suspension may appeal his/her suspension to the James Monroe Center Board on Academic Standing, a panel comprised of faculty and administrators appointed by the Dean of Graduate and Professional Studies. This Board considers suspension appeals by students and can modify a suspension term when such is deemed appropriate. This Board also has the authority to establish and enforce reinstatement contracts for students returning after the completion of suspension periods.

Reinstatement after Suspension

UG

First-time or second-time suspended students who wish to re-enroll must notify the James Monroe Center Board on Academic Standing, in writing, of their intent to return to MWC at the conclusion of their suspension period. Guidelines for petitioning the Board are available in the JMC Office of Advising Services. Reinstateemt petitions must be received in the JMC Office of Advising Services by March 15 to be considered for fall or summer semester re-enrollment or by November 15 to be considered for spring semester re-enrollment. The James Monroe Center Board on Academic Standing will extend a reinstatement contract to students, who, upon formally accepting the contract, will be assured of continuance and permission to enroll in courses at MWC during the semester immediately following the conclusion of the suspension period.

Progress, Academic

UG&G

Academic progress is based on students' earned GPAs. The semester GPA is based on the quality points earned from all attempted course work during a given academic semester. The cumulative grade point average is based on the quality points earned from all attempted course work while in attendance at Mary Washington College.

Exams

Conflicts

UG&G

Students who have more than two examinations scheduled on the same day may elect to have one rescheduled. Students shall decide which examination should be rescheduled and then consult with the instructors. It is the student's responsibility to initiate this process early in the semester so that it will be completed by the Friday

preceding the last week of classes. The make-up date will be decided by mutual agreement of the instructors and the students.

Requests by students whose religious beliefs precludes taking an examination on specific days will be honored. Alternate examination dates will be set by consulting with the instructor or instructors and, if necessary, through consultation with the Director of Academic Advising Services.

Final Exams

UG&G

Students who fail to take a required final examination and/or fail to complete a required final examination or project have not completed the course requirements and, therefore, fail the course. Final examinations are scheduled at the end of each course regardless of the course length. If, in the opinion of the instructor, a course cannot benefit from a final examination or project (such as critiques and papers), the instructor should formally request release from the requirement from the Dean. In accordance with Honor Council procedures, a student is required to pledge to disclose neither the contents nor the form of any examination until after the conclusion of the examination period.

Illness or Emergencies

During the Examination Period UG&G

Any illness or emergency which prevents a student from taking a scheduled final examination should be reported to the JMC Office of Advising Services prior to the examination. The student should provide the title of the course, name of the instructor and time of the examination. The JMC Office of Advising Services will notify the instructor, and it is the student's responsibility to contact the instructor to arrange a make-up examination. If a make-up exam cannot be arranged prior to the grade submission deadline, the student should contact the JMC Office of Advising Services.

Re-examinations

Seniors lacking the necessary credits or quality points for graduation may be eligible for re-examination. This privilege is limited to one re-examination in the final 12 hours of course work. The senior must be passing the course at the time the initial final examination was taken. All re-examinations must be authorized in advance by the Director of Academic Advising Services. Seniors expecting to graduate in the spring semester who wish re-examination in a spring course must request re-examination within one day after being contacted by the Office of the Registrar. If the request is approved, the student must take the re-examination at least one full day prior to the day of graduation. Seniors not expecting to graduate at the end of the semester during which the request is made and approved must take the re-examination within three weeks of the date of approval. Seniors expecting to graduate in the spring semester who wish re-examination in a prior fall semester course must request approval for re-examination during the first week of the spring semester and take the re-examination within three weeks of the date of approval.

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MARY WASHINGTON COLLEGE

JAMES MONROE

C E N T E R

For Graduate and Professional Studies